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ABSTRACT

The paper explores the current state of affairs in social studies teacher education at the elementary and secondary levels. Information is based on analysis of data derived from a survey questionnaire administered to 39 selected social studies teacher educators throughout the country. The monograph is presented in three major sections. Sections I and II focus on teacher education at the elementary and secondary levels. Eight categories treated at both levels were institutional trends (integration of social studies with other subject areas, improved teaching methods), back to basics (inquiry skills stressed), the shrinking job market (most often ignored by teacher educators), new content (often infused into existing curriculum), multicultural education (high interest but slow program development), exceptional students (usually a wait and see attitude), competition with other subjects (some resources lost through mathematics and reading mandates, fragmentation), and competency based teacher certification (under study). Trends, issues, needs, and promising practices in each of the categories are discussed. Section III offers recommendations for program development, policy action, and research. Recommendations include that social studies teacher educators should establish a national network and dialogue regarding the status and future of teacher education at undergraduate and postbaccalaureate levels. The appendix includes a copy of the 26-item questionnaire and a listing of teacher education resources. (DB)

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SOCIAL STUDIES TEACHER EDUCATION

Practices, Problems, and Recommendations

by

Jan L. Tucker
and
William W. Joyce

SO 011 519

ERIC Clearinghouse for Social Studies/Social Science Education

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FOREWORD

Most of the publications issued jointly by ERIC/ChESS and the SSEC are aimed at K-12 social studies teachers. Occasionally, however, it seems important to step back and take a longer view--at those institutions and educators who are responsible for preparing and producing social studies teachers. After all, as the authors of this monograph point out, preservice and inservice educators share with teachers the responsibility for what is good or bad about the field of social studies.

What's happening in social studies teacher education today? There are many indications that the field may be fighting for its very survival. Even the most optimistic observers acknowledge that declining enrollment in preservice teacher education programs is depressing the job market for social studies teacher educators. Moreover, the increasingly heated competition among an ever-growing number of subjects for a chunk of the school day, in conjunction with the "back to basics" movement, seems to be jeopardizing the place of social studies in the public school curriculum.

Indications of both these trends have been alarmingly evident even in our own backyard. Recently, as a cost-cutting measure, the Boulder Valley School District decided to trim one class period out of the junior-high-school day. In response to protests from students and parents that the shortened day would deny students the opportunity to take all the electives they wanted, the school board voted to reduce the number of required courses in English and the social studies. Scarcely a week later, the governor of Colorado publicly advocated phasing out the School of Education at the University of Colorado.

It is our own view, as well as that of the authors, that such ominous developments call for a stronger and more purposeful response than a collective wringing of hands. We hope that this monograph will stimulate some social studies teacher educators to initiate a constructive, systematic plan--not of reaction, but of action.

Irving Morrissett

Director, ERIC Clearinghouse for Social Studies/Social Science Education

Executive Director, Social Science Education Consortium

PREFACE

This monograph was designed to initiate a dialogue about the current status and foreseeable future of social studies teacher education. The general conceptual disarray of social studies as a subject field, coupled with the shift from teacher shortage to surplus that occurred in the early 1970s, has created enormous confusion and concern among social studies teacher educators. Social studies teacher education is at the heart of whatever is good or bad about the field.

It is the authors' hope that enough common ground can be identified among contending factions in social studies to enable social studies teacher educators to forge a unified community. Unless social studies teacher educators come together to discuss critical problems facing the field and develop a strong national action plan, it is possible that the next decade will witness the final erosion of social studies as an important field of inquiry in education.

This monograph is a beginning, and it will fail in its purpose if others in the field are not challenged to follow through. The basic issue, in the authors' opinion, is whether social studies educators are willing to allow special-interest groups to eat away at the field or whether there are transcending common purposes which will bind together enough human and material resources to get on with the job of building social studies as a field and as a profession.

The authors are deeply grateful to the 39 social studies teacher educators who graciously and carefully responded to our request for information. Given their extraordinarily busy schedules, we were surprised that so many responded to a questionnaire that took two hours to answer (see Appendix). We have decided that the high response rate was a sign that many of our colleagues share our concerns about the future of social studies teacher education. This inference is one of the most encouraging aspects of our inquiry.

We thank our graduate assistants, Sergei Grigorik of Florida International University and Tim Helmus of Michigan State University, for helping to organize, interpret, and collate the questionnaire data. Grateful appreciation goes also to Elaine Tucker, Julie Baglien, and Marian Aldred, who typed the original manuscript.

Our thanks go also to Fran Haley, Regina McCormick, and Ann Williams of SSEC and ERIC/ChESS, who were most helpful and patient from the inception of this idea to its conclusion. Finally, we are grateful to ERIC/ChESS and the Social Science Education Consortium for initially recognizing the importance of this analysis of teacher education in the social studies.

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December 1978

INTRODUCTION

The intent of this paper is to explore the current state of affairs in social studies teacher education at the elementary and secondary levels. This study was prompted by an earlier analysis of research in social studies teacher education which revealed very little organized information about social studies teacher education programs in the United States* and by the belief of the authors that such a study was long overdue. The need for valid, systematic information about social studies teacher education has become especially critical since 1971, the year enrollment in pre-service social studies education programs began to decline.

This analysis is selective rather than comprehensive. Time and space limitations have precluded an in-depth, rigorous examination. The authors instead chose to seek out the major generalizations regarding the status of social studies teacher education--leaving to the reader and to subsequent researchers the responsibility for filling in the details.

The paper is written primarily for social studies teacher educators at the college and university level and secondarily for persons serving in various teacher-training and administrative capacities at state and local levels. The authors devoted their primary attention to the role and responsibilities of colleges and universities in teacher education.

This monograph is organized into three major sections. Section I focuses on social studies teacher education at the elementary level (grades K-6); the second section focuses on secondary social studies teacher education (grades 7-12). Each of these sections contains generalizations, conclusions, and recommendations about the trends, issues, needs, and promising practices/programs in social studies teacher education at that level. The nine specific categories treated at both levels are institutional trends, enrollment, the "back to basics" movement, the shrinking job market, new content in the social studies, multicultural education,

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*Jan L. Tucker, "Research on Social Studies Teaching and Teacher Education," in Francis P. Hunkins et al., *Review of Research in Social Studies Education, 1970-1975* (Boulder, Colo.: ERIC Clearinghouse for Social Studies/Social Science Education, National Council for the Social Studies, and Social Science Education Consortium, 1977).

exceptional students, competition with other school subjects, and competency-based teacher certification. Section III presents the authors' recommendations for program development, policy action, and research.

This paper is based primarily on data drawn from a survey questionnaire developed by the authors and administered to selected social studies teacher educators around the country. (The questionnaire is reproduced in the Appendix to this volume.) The respondents, identified through the 1977-78 membership rolls of the Social Science Education Consortium and the National Council for the Social Studies, were selected by the authors on the basis of personal knowledge of their activities in, interest in, and contributions to social studies teacher education. The survey instrument was initially sent to 48 educators, 25 of whom were primarily elementary teacher trainers and 23 of whom were mainly secondary teacher trainers. (Specific information about respondents and return percentages are found in the introductions to the individual sections on elementary and secondary teacher education.) Additional data were drawn from an extensive computer search of the ERIC system, from training materials provided by the survey respondents, and from the authors' personal knowledge.

Because few of the major developments affecting social studies teacher education that have occurred during the last five years have yet found their way into the professional literature, the authors chose to rely on the grass-roots experiences of those at the forefront, where the results of declining enrollment in social studies teacher education have been most telling.

The results of this analysis are severely qualified by the limitations of the data sources, especially the survey questionnaire sample. No attempt was made to obtain a representative sample of elementary and secondary social studies teacher educators nor to stratify the sample on the basis of geographical location, age, sex, racial or ethnic background, number of years in service, or size and type of institution. The authors merely sought to obtain the views of a respected group of social studies teacher educators about current issues, trends, needs, and practices in the field.

I. ELEMENTARY SOCIAL STUDIES TEACHER EDUCATION

In an attempt to assess the status of teacher education in the field of elementary social studies, the authors submitted to 25 teacher educators a questionnaire designed to elicit their views regarding current issues, trends, needs, and practices in elementary social studies teacher education. The names of these teacher educators were selected from the 1977-78 membership rolls of the Social Science Education Consortium and the National Council for the Social Studies. All 25 were believed to have been working primarily in the field of elementary social studies for at least five years and to have made valuable contributions to the field. Accordingly, these educators were judged to be competent elementary social studies teacher educators.

Only 15 of the 25 persons initially contacted completed and returned the questionnaire. Two respondents indicated that they devoted most of their time to teacher education at the secondary level; thus, only those portions of their responses dealing with elementary social studies were used for this part of the study. Since the initial response was disappointing, the authors elected to send copies of the questionnaire to ten additional teacher educators who were believed to be engaged primarily in the field of elementary social studies teacher education. Of these ten, six completed and returned their copies. Thus, the two mailings yielded a total of 21 completed questionnaires.

It is significant to note that, of the teacher educators who did not return their questionnaires, six in the initial group and two in the second group indicated that they failed to do so because they were no longer working in the field of elementary social studies. The fact that all eight of these people were regarded by their colleagues as established figures in the field of elementary social studies teacher education is unsettling, for it may be indicative of a general movement away from the social studies into other areas of teacher education.

The questions on the survey instrument were organized into nine categories: (1) institutional trends, (2) enrollment, (3) the "back to basics" movement, (4) the shrinking job market, (5) new content in the social studies, (6) multicultural education, (7) exceptional students, (8) competition with other school subjects, and (9) competency-based

teacher certification. The organization of this section parallels that format. The findings for all nine categories are presented first, followed by the authors' conclusions based on the findings.

Findings

1.0 What's Happening in Your Institution?

1.1 *Briefly describe the two most important trends in social studies teacher education at your institution.* In declining order of frequency, the four trends cited most often by respondents were (1) improved teaching methods, (2) expanded field experiences, (3) declining enrollments in social studies methods courses, seminars, and workshops, and (4) increased efforts to integrate social studies with reading and other basic school subjects.

Those respondents who cited improved teaching methods referred to such indicators as putting more emphasis on skills, making the social studies more meaningful and relevant for the needs of children, ascertaining needs at the local school level, sequencing teaching strategies, promoting inquiry approaches and problem-solving activities, assessing the goals of social studies instruction, and teaching new topics, including career education and multicultural education. Only one respondent cited global education and law-related citizenship education.

Although field experiences were cited by one-fourth of the respondents, it should be noted that two of these respondents explained that their programs were not totally field-based; however, they did indicate that they were offering their undergraduates *more* field experiences than before.

Only four respondents mentioned declining undergraduate and graduate enrollment. This is surprising, in view of the national trend toward declining enrollment in teacher education programs. Presumably these respondents were not experiencing declines in enrollment at their institutions, or at least they did not see this as an important trend.

Perhaps equally significant is the respondents' concern about the inclusion in their methods courses of content dealing with skills and with subject matter. Five respondents cited either or both of these emphases.

Three respondents referred to trends in affective learning. Two said there was increased emphasis on values education at their institutions,

while the others reported an opposite trend:

> Of a more tenuous nature is the anti-affective political sentiment building up (down with values clarification), and teachers stealing time from art, music, science, and social studies to teach more reading and math.

1.2 *Briefly describe the two most important issues in social studies teacher education at your institution.* There was little agreement among respondents about the most significant issues in elementary social studies teacher education. Although a wide variety of issues were cited, most of them tended to reflect such local concerns as changes in state certification requirements, strategies for encouraging faculty participation in field-based training, requirements for admission to programs, college-wide reorganizations, and students' lack of preparation in the social sciences. The three issues that were cited by four or more respondents, in order of decreasing frequency, were (1) effectiveness of social studies courses, (2) the back-to-basics movement, and (3) competency-based and field-based teacher education.

Much concern was expressed about the value of existing social studies courses. One respondent asked:

> Should we persist in emphasizing a kind of social studies education which stresses inquiry, problem solving, involvement, and values, which is seldom implemented in the public schools?

A second respondent wondered:

> Do existing social studies courses actually help teachers to accept and respect the needs and interests of children of different races, cultures, backgrounds, and languages?

A third respondent wrote:

> The most important issue is how to help teachers work effectively with disadvantaged, very-low-reading students with value structures different from their own.

The "back-to-basics" movement was the focal point of the second-most-frequently cited cluster of issues. Several respondents questioned the meaning of this movement for their social studies courses:

> Should we give more emphasis to skills--map reading, acquisition of information from textbooks, etc.--and less to socially significant content? (The back-to-basics persons say that pupils are too young for such content, and that it doesn't do any good anyway.)

Issues related to competency-based and field-based teacher education programs were cited by four of the respondents--in particular, the tendency of some colleges and universities to resist competency-based programs mandated by state departments of education, the heavy demands on faculty time and energy imposed by competency-based and field-based programs, and the logistical problems created by such programs.

Only two respondents said they thought that survival of the social studies as an area of the elementary school curriculum was an important issue. One respondent who appeared to be extremely (perhaps justifiably) worried about the future of the social studies component of his institution's teacher education program cited these issues:

> Can the social studies maintain a separate identity at my institution? How can we mediate our struggle for control of curriculum development?

Three respondents failed to cite any important issues related to elementary social studies teacher education at their institutions.

1.3 *Briefly describe the two most important needs in social studies teacher education in your institution.* Although nearly as many needs were identified as there were respondents, three categories of needs stood out: (1) greater coordination and cooperation, (2) more courses suited to the needs of students, both preservice and inservice, and (3) more instructional materials and equipment.

By far the most pressing need expressed by respondents was for more and better courses in the social studies, the social sciences, and related fields. More than half the respondents saw this as their greatest need. Some requested a wider diversification of well-taught social science courses, while others expressed the need for social studies courses that would "incorporate classroom management techniques," "deal exclusively with the social studies" (rather than cover two or more school subjects), "determine entry-level competence of students," and "prepare students for the large number of marginally motivated learners they encounter during student teaching."

The second-most-pressing need mentioned was for greater coordination of effort and cooperation among all agencies associated with social studies teacher education. Specifically cited were the needs for coordination of effort between elementary and secondary teacher education programs, for allowing students greater flexibility in planning their programs of study,

and for developing sound collaborative relationships between departments and with local school districts.

The third-greatest need expressed was for more instructional resources and equipment and better facilities. One respondent wrote, "We are not at all well equipped in terms of curriculum materials. Frankly, our curriculum library is somewhat of a joke." Another wrote, "We have little or no instructional aids, [although] we are preparing teachers who will have access to such aids." A third was concerned about the need for "adequate resources to support research, curriculum development, and instruction."

Other respondents cited the needs described below:

> Provision for a clinical professorship--a position whose rewards are tied to success in teaching and service--to allow some members of the department a stronger commitment to teacher education without the publish/perish pressure.
>
> An effective means for keeping students from concluding [that] college preparation in social studies is irrelevant when they see practicing teachers who reflect few, if any of the professional behaviors espoused in their methods courses.
>
> More prestige for social studies. . . . We are at the bottom of the list. Reading and math are far more powerful. Better models [in the field] of people who teach social studies well.
>
> A defragmentation of the definition of what constitutes social studies.

1.4 *Briefly describe the two most promising practices/programs in social studies teacher education at your institution.* The two kinds of practices or programs most-often cited were various combinations of field-based and in-class experiences (mentioned eight times) and a variety of innovative inservice experiences. One respondent described a "professional semester" in which a team of professors simultaneously instructs 20-25 undergraduates two days a week and supervises them in elementary school settings. Another mentioned a program in which undergraduate methods classes in social studies are taught in actual elementary classrooms.

Among the inservice experiences described were programs in economics education, multicultural studies, and law-related education and courses offered jointly with other colleges. Respondents who taught at the undergraduate level mentioned a variety of promising practices and programs,

among them a requirement that students prepare resource files in advance of student teaching; an integrated math-science-social studies methods course; a one-semester bloc which combines intensive student teaching with work in methods, instructional media, and measurement; use of the contract system in grading students; the practice of videotaping students in methods classes while they teach sample lessons.

Several respondents referred to change in course emphasis at their institutions. These changes involved redefining the social studies in terms of lifelong roles or life competencies, stressing specific teaching competencies, individualizing instruction in methods courses, and examining the act of teaching in ethnographic terms.

2.0 Enrollment

2.1 *Briefly describe undergraduate, graduate, and inservice enrollment trends in the social studies program at your institution.* No respondent indicated that enrollment in social studies courses was increasing. One-third of the respondents said that undergraduate enrollments were stable at their institutions; the remainder reported a gradual decline averaging from five to seven percent a year. Of the seven institutions reporting stable enrollments in undergraduate social studies classes, six were large state-supported universities and one was a small liberal arts college.

Social studies courses offered at the graduate and inservice levels showed a greater--though by no means precipitous--decline in enrollment. Of the eighteen respondents whose institutions maintain graduate programs, fifteen reported a steady decline in enrollment in elementary social studies courses, while three reported that enrollment had stabilized. One respondent who is teaching at a large state university reported a resurgence in enrollment at the doctoral level.

Enrollment in inservice activities--for example, special courses for teachers, staff development centers, teacher education centers, and workshops--also appears to be on the decline. One respondent noted:

> The only inservice programs that have been successful are those where grants have paid teachers for attending. We have had practically no requests for social studies inservice in the past two years.

Another respondent struck a similarly depressing note: "There is little apparent interest in the field. Apparently the teachers know everything they think they need to know."

Despite the preponderance of gloomy comments, one-third of the respondents said they had observed encouraging indications of renewed interest in elementary inservice programs. They ascribed this development to cooperative work with area teacher education centers, expansion of university-sponsored continuing education and field services, and cooperative efforts with county and state agencies. One respondent noted that his university was granting credit for inservice training provided by school districts.

2.2 *If enrollment is declining in your institution, how has this trend affected social studies courses and programs? Briefly explain.* The responses to this question were predictable, and they tended to reflect the severity of declines in enrollment. Most respondents indicated that their institutions were cancelling low-enrollment courses, reducing the number of sections of courses, eliminating positions for graduate assistants, declaring a moratorium on new faculty positions, and assigning faculty to other program areas or courses. Significantly, eight of the twenty-one respondents indicated that their social studies programs and courses were *unaffected* by declining enrollment.

2.3 *Does declining enrollment represent a problem or an opportunity for social studies teacher education courses and programs?* The respondents reacted to this question in a surprisingly sanguine manner. Although nine acknowledged that declining enrollment creates both problems and opportunities, five regarded this phenomenon as an encouraging sign, while seven saw it as a distinct threat of considerable proportions.

Those who took an optimistic view believed that declining enrollment would enable them to upgrade the quality of their social studies programs, give students more individual attention, devote more time to writing and research, and impose more-rigorous requirements for admission to undergraduate and graduate degree programs. Here are the reactions of several respondents:

> The opportunity is there for excellence if we were to scale back numbers and design more-vigorous training.

> I feel that at our university it represents an opportunity; we are not "forced" to consider more direct relationships with public schools; . . . [We need] to find new markets.
>
> [This is] an opportunity--our faculty-student ratio is 1-24; it should be 1-15 or so.

Those who regarded declining enrollment as a problem cited such consequences as limited course offerings, phased-out or curtailed programs, and budget cuts. Surprisingly, no respondents indicated or even alluded to dismissal of faculty as a consequence of declining enrollment. The following comments are representative of the responses of those who saw declining enrollment as a problem:

> Due to the current low status of social studies when compared to reading, math, special education, etc., the social studies program is one of the first places an administration sees as expendable.
>
> To a point [declining enrollments are] an opportunity. We are past that point, and program curtailment looms.
>
> A grave problem--people are depressed.

The overall attitude of the respondents toward declining enrollment was one of guarded optimism, with most respondents adopting a "make the best of a bad situation" position.

2.4 *Has declining enrollment affected your own ability to bring about changes in courses or programs? Briefly describe. (We are especially interested in learning of any positive outcomes of declining enrollment.)* Essentially, this question was an elaboration of item 2.3, for it pointedly asked the respondents to identify positive outcomes of declining enrollment. It appears that the respondents found it difficult to cope with this question, because only eight of the sixteen who answered it cited positive outcomes to declining enrollment. Among the positive outcomes cited were expanded opportunities to (1) join with colleagues in program-development and research endeavors, (2) give more attention to students, (3) expand field-based training programs, and (4) design more-appealing courses. Below are two typical responses:

> We have developed new courses--one on mainstreaming, one on futurism--but have not been able to [teach] them due to low enrollment.
>
> Declining enrollments have given professors opportunities to involve students directly in workshops, guest lectures, demonstrations, and exploration (and inspiration!) research.

Those respondents who saw positive outcomes from declining enrollment appear reconciled to making the best of a deteriorating situation. In contrast, the comments of eight respondents who saw no positive outcomes reflected an exceedingly pessimistic attitude. One respondent wrote:

> I'm sorry, but it is very difficult to see positive outcomes from declining enrollments. They represent cuts in faculty, programs, and innovations.

3.0 Back to the Basics

3.1 *How do you define "back to the basics" as it relates to the social studies?* There was no common agreement among the respondents about the meaning of the phrase "back to the basics," a finding that appears to reflect widespread confusion in the education profession. Witness the following definitions supplied by various respondents:

> Patriotism, learning important facts about our country's history; reading, writing and other skills common to social studies (33rd NCSS Yearbook).
>
> . . . an effort to improve the knowledge base of students, particularly with regard to American history and government. Also, concern for "practicality" in coursework.
>
> More attention to social studies skills.
>
> More global concepts, like (1) the place of the individual in society and culture and (2) the ability to make individual decisions as well as group decisions.
>
> The need to integrate social studies with the "3 Rs" of instruction. Back to the basic child development perspective of the early part of this century.
>
> A return to geography and history knowledge and skills-based learning.
>
> History as history, geography as geography--sort of a purity approach (19th century) to the discipline. No skills emphasis.
>
> Greater interdisciplinary involvement.
>
> A return to greater emphasis on content (subject matter) and less attention to the development of social studies skills.

Since the respondents were unable to reach even a nominal consensus on the meaning of the "basics" in elementary social studies, it seems axiomatic that, if they are at all representative of their colleagues, elementary social studies teacher educators may find themselves incapable of responding to a movement that they cannot define.

3.2 *What kinds of opportunities and/or problems have been created by "back to the basics" for your own social studies program? Give specific examples, if possible.* The respondents saw more problems than opportunities in "back to the basics"--more so than was the case with declining enrollment--although a few regarded this movement with ambivalence. On the positive side, respondents cited opportunities for renewed emphasis on social studies skills, integration of social studies with reading and writing skills, clear articulation of the goals and functions of the social studies, and greater attention to citizenship education and consumer education.

Those who adopted a negative position toward "back to the basics" observed that the movement would encourage teachers to stress rote memorization of trivial facts, increase the difficulty of justifying the existence of social studies, and reinforce the reluctance of teachers to deal with controversy in the classroom, experiment with new ideas and teaching techniques, and consider children's needs and interests. One respondent cited the stultifying effects of the "basics" on practice teachers. The following comments reflect concerns expressed by many respondents:

> A problem has been created by those who have a narrow concept of the "back to the basics" movement. It espouses the notion that social studies, art, music, etc., are frills that need to be cut in order to maximize the time allocation for basics. This narrow perspective is damaging to education in general and social studies in particular.

Clearly one's definition of the word "basics" governs one's assessment of the effects of the "back to basics" movement on the social studies. One respondent who perceived this clearly wrote:

> If "basics" are defined as an emphasis on rote memorization and rigidly uniform courses, this would . . . threaten the progress made in devising problem-oriented, critical-thinking-oriented social studies programs. If "basics" are defined as a strengthening of skills generally, this can only strengthen existing social studies programs.

4.0 The Shrinking Job Market

4.1 *In view of shrinking employment opportunities in teaching, are you personally able to suggest alternative employment to your students?*

Although one or two respondents repeated the "good teachers can still get jobs" cliche, 15 of the 21 respondents indicated that they suggest alternative employment opportunities to students. One respondent, employed at a southern university, challenged the authors' assumption that employment opportunities are diminishing and submitted this untypical reply to question 4.1:

> Your question assumes that a normative condition applies to every institution and every area of the country. At this university, more than 90 percent of students seeking employment as teachers through the university placement center find [teaching jobs]. Though students preparing to teach social studies do not have the geographic preferences available to them, for example, that mathematics teachers have, the jobs are there if they are willing to go to them.

Three respondents expressed the belief that preparation for teaching social studies is a good background for a variety of people-related careers as well as for life itself, regardless of one's type of employment.

4.2 *If so, cite several examples of alternate employment opportunities for teacher education students.* Three general types of responses to this question can be identified. Four respondents mentioned employment in business and government but cited no specific job categories; three mentioned other education-related jobs (substitute teacher, counselor, teacher aide, media specialist, and positions with health agencies, publishing firms, adult education programs, correctional institutions, museums, and art galleries); four cited such fields as law, public relations, social services, social welfare, personnel, recreation, and communication.

The fact that seven of the twenty-one teacher educators participating in the study did not respond to this question suggests that many educators either are unaware of alternate employment opportunities for their students or do not consider the issue to be of much importance. The comments of many who did attempt to answer the question were vague and in some instances ambiguous.

4.3 *In your institution, has the shrinking job market stimulated any creative thinking about the development and delivery of education in social studies, grades K-12? Give examples.* With few exceptions, the responses to this question were discouraging. More than half of the respondents reported that very little or nothing had been done

institutionally to creatively respond to the job problem in the social studies. Those respondents who answered in the affirmative cited such institutional responses as urging prospective social studies teachers to select as their second field a high demand area (for example, mathematics), offering service courses tailored to the needs of teachers in specific school districts, assisting in the operation of teacher education centers, and offering new social studies courses at the graduate level.

Perhaps the two most provocative and promising ideas advanced by the respondents were (1) creating student internships with local businesses, industries, and governmental agencies and (2) encouraging students to pursue dual academic majors (in education and government or political science or in education and business), thus expanding the potential job opportunities available upon graduation. For the most part, however, the respondents revealed that their institutions had adopted a "head in the sand" attitude toward the compelling need to respond creatively and vigorously to the problems created by the shrinking job market.

5.0 New Content in Social Studies

5.1 *Do you regard new content in the social studies--e.g., energy studies, ecology, law education, career education, consumer education, and global education--as an opportunity or a detriment in your social studies courses and programs? Please explain.* Responses to this question were mixed. Eight teacher educators saw new content as both an opportunity and a detriment, while nine regarded it as positive and four as negative. The following comments are typical of those volunteered by respondents who viewed new content with ambivalence:

> [The new topics] are a lively and sprightly opportunity for us, and they genuinely excite many of my students. But I honestly don't know if I'm hindering or increasing their opportunities for employment. I personally don't know many principals who are saying these days, "What this job description requires is a strong priority on the ability to teach in our global education program."
>
> Some [of the new topics] ought to be integrated into social studies programs; others ought not to be. I worry about social studies becoming a catchall area rather than a carefully defined area.
>
> The advantage is that these are current topics of great importance. However, the danger is that some

> individuals focus on these topics and miss the heart of the social studies. [These new topics] give very little attention to problem solving, applications of generalizations, or integration of the social sciences.

Those respondents who displayed a more positive attitude toward the new social studies content expressed the belief that it made the social studies more meaningful and relevant to students. One respondent wrote:

> We have done considerable work at both undergraduate and graduate levels with such content. New content has provided the opportunity to make social studies more meaningful and to encourage inquiry and problem solving. Everywhere we are fighting the stranglehold of the textbook. We seem able to encourage a break-away when current problems and needs appeal to teachers and pupils.

It is interesting to note that while this respondent believed that the new content provided opportunities for inquiry and problem-solving activities, one of his colleagues had criticized the new content because it did *not* promote such activities.

Other positive effects were also identified. Three respondents expressed the view that the new content would enable social studies educators to attract more students; another felt that the new content would enable the social studies to break away from the social sciences; still another felt that the content could revitalize the social studies: "Content in any field must be changing for that field to be alive and progressing. Without new content an area dies."

The need for achieving balance and coherence in the field of social studies was cited or alluded to by many respondents. Typically, they indicated that although the new content presented a welcome opportunity, it was not always easy to fit the new content into a balanced, comprehensive program.

The four respondents who regarded the new content as a detriment to their work in the social studies expressed concern over the need for retaining the purity of the social sciences. According to one respondent, "[The new content] detracts from the objectives of social studies and makes it impossible to cover the waterfront." In the same vein, another respondent wrote:

> This continual "bandwagoning" of the enthusiasm of the movement gives credence to the arguments of those who say that social studies really lacks any substance.

> Constant change of program emphasis renders inoperative any kind of long-term development of scope and sequence.

Other respondents expressed a related concern: the tendency of their colleagues to indiscriminately add such content to their courses without considering its purpose. One respondent alleged:

> Often these are not new content, just new emphases, and the goals for teaching them (much less the means) are sometimes as fuzzy as for the social studies itself. Hence it reinforces the notion that social studies is or can be anything and everything--a curriculum catchall.

5.2 *How have your courses and programs been affected by this new social studies content? Give specific examples.* Sixteen of the respondents indicated that they are incorporating the new content into their programs and/or courses; of these respondents, eleven reported that the content is being added primarily to existing courses and five reported that the content is being taught through new graduate courses, institutes, and workshops. According to one elementary social studies teacher educator:

> At the undergraduate level, we have specific units . . . in career education, energy, ecology, global education, multicultural education, values education, etc. These segments are necessarily limited in depth, but they do generate considerable student enthusiasm.

Another respondent reported that she is teaching a course about women, and that her colleagues have taught courses on other new topics. Others indicated that they present the new content as themes that can be dealt with, using strategies generic to a wide variety of topics.

6.0 Multicultural Education

6.1 *How do you describe multicultural education as it relates to the social studies?* There was a high degree of commonality in the responses to this question. Several respondents qualified their answers by noting that the questionnaire did not provide sufficient space for their comments or that the question was too broad. Following is a typical response:

> Multicultural education is . . . a two-faceted phenomenon. On the one hand, it seeks to develop a sense of self-worth in students who themselves are members of a nonmajority culture. On the other hand, it attempts to build a sensitivity for and an appreciation of contributions of nonmajority cultures on the part of students who themselves are not members of a nonmajority culture.

Other definitions of multicultural education embraced global education, cultural pluralism, the need to mitigate ethnocentrism, and the contribution of the social sciences. Without exception, all respondents reacted to multicultural education in a positive way and acknowledged its fundamental importance in the social studies.

6.2 *What kinds of opportunities or problems have been created by multicultural education for your social studies courses or programs? Please give examples.* Of the 19 respondents who answered this question, only 10 cited opportunities. This is surprising, since all 21 respondents had previously reacted very positively to multiethnic education (question 6.1). Presumably, a discrepancy exists between the philosophical convictions and the actual experiences of the respondents.

Among the opportunities cited for social studies courses and programs created by multiethnic education were these:

> We live in a state heavily populated by Spanish Americans.
>
> For several years our school has had a very active department of multicultural education.
>
> We have been fortunate to have two recent Ph.D. graduates who have offered leadership to programs in multicultural education.
>
> We have used this interest to encourage family histories, oral histories, and cross-generational and cross-cultural thematic units.
>
> Discussions, simulations, problem-solving dilemmas, etc. among Oriental, black, Chicano, and Wasp students about issues of race, religion, politics, and abortion are being expanded.
>
> Field work and research projects for students are being designed and implemented.
>
> Students have shown less resistance to learning about multiculturalism.

Those respondents who cited problems created by multicultural education for social studies courses and programs mentioned the lack of "balanced" instructional materials, instructional time, and appropriate courses as well as the difficulty of creating and using instructional activities which yield positive outcomes.

7.0 Exceptional Students

7.1 *Are you making any provisions in your social studies courses or programs for the teaching of social studies to students with learning*

disabilities who may have been mainstreamed into regular classes, or exceptional students who may have been identified as gifted or handicapped? Fifteen of the twenty-one respondents indicated that they and their colleagues were attempting to incorporate into their general teacher education programs provisions for meeting the needs of exceptional students, but only four indicated that such program changes had actually occurred at their institutions. Typically, these program changes consist of requiring all teacher education students to take a course on mainstreaming or exceptional children or to participate in appropriate field experiences. All four respondents who reported changes indicated that the new requirements had been mandated by their respective state departments of education.

It is significant to note that only three of the respondents cited specific instances in which social studies programs had been revised with a view toward meeting the needs of exceptional students, either handicapped or gifted. Indeed, several respondents apologized for their inaction in this regard.

7.2 *If you provice for the needs of exceptional students in your courses and programs in social studies teacher education, would you describe these provisions and/or attach illustrative materials?* Only five persons responded to this question. Two described the basic charges given to interdisciplinary faculty development teams at their respective institutions; the other three described units on exceptional children that had been added to their social studies methods courses.

One respondent described certain obstacles that limited his ability to deal with problems related to teaching social studies to exceptional children:

> I require students to develop activities (nonteaching approaches to social studies, etc.) that attempt to respond to the needs/abilities of exceptional students. The special education folks have joined the reading folks in generating the mystique that they can and know how to deal with such individuals, so the prospect of interdisciplinary approaches is limited--especially in light of the territoriality already established.

8.0 Competition With Other School Subjects

8.1 *Is there evidence in your institution's programs that social studies is given a lower priority than reading, language arts, mathematics,*

and science? If so, how does social studies rank vis-à-vis these other subjects? Although seventeen respondents indicated that social studies is accorded a lower priority at their institutions than most other school subjects, they differed with respect to the position of this subject vis-à-vis other subjects. Six respondents said the social studies was at or near the bottom in terms of priority; three others said it was equal in status to most other school subjects; nine rated it as low, but not at the bottom.

Typically the respondents reported that reading was given top priority, mathematics was second, language arts was third, and science and social studies were tied for fourth place. Some respondents indicated that at their institutions physical education and the fine arts ranked higher than social studies and science.

Obviously, the movement back to the so-called basics has played a major role in elevating the teaching of reading to the prominent position it presently occupies and in relegating the social studies to a minor position in the elementary school and in teacher-training institutions. Yet it is interesting to note that several respondents ascribed additional reasons to this phenomenon at their institutions. Some of these reasons are suggested by the following comments:

> Competition is less between subjects than between funding for professors.
>
> If we had a more cohesive faculty, we would have more clout.
>
> Reading instruction is legislated [in our state].
>
> There is a lack of social studies materials [at our institution]. The library has not been kept current. Neither has the material resources center.

8.2 *Has competition among school subjects affected your own courses and programs in social studies? Be specific.* Two-thirds of the respondents alleged that their teacher education programs had not been significantly affected by competition between curriculum areas. The other third believed that their courses and programs in social studies were being adversely affected by subject competition, citing the following symptoms:

--College administrators tend to show favoritism to the fields of reading, mathematics, and language arts by giving these areas more faculty and more resources.

--Undergraduates are required to take fewer courses in the social studies and social sciences.

--Enrollment in education courses in the social studies (and in science) is low in comparison to methods courses in reading, mathematics, and language arts.

--The time devoted to teaching social studies in the elementary grades is dwindling, particularly in the early grades.

8.3 *How have you responded to school subject competition? Describe course and program changes and/or attach illustrative material.* The responses to this question were almost uniformly discouraging. Only one-fifth of the respondents indicated that they were attempting to respond to school subject-matter competition. These responses included strengthening course offerings in social studies, offering special inservice courses and workshops to meet specific needs in local school districts, attempting to integrate the social studies with other curricular areas, and disseminating data on students' knowledge of citizenship (as revealed by recent National Assessment of Educational Progress tests).

Equally discouraging is the fact that less than half of the respondents appeared to acknowledge competition between school subjects as a problem. The following comment may reflect the feelings of some of these respondents:

> I scream a great deal. I sometimes cry. Mostly I keep talking at faculty and department meetings. I have accepted the responsibility of institutional coordinator for _____. Maybe I can have some influence that way.

9.0 Competency-Based Teacher Certification

9.1 *Is your state moving toward teacher certification based on competency achievement rather than on course or program competition?* Nine of the twenty-one respondents reported that there was definite movement in their states toward competency-based teacher certification; three reported indications of movement in this direction; the other nine said that there was no perceptible movement. The observations of one respondent may be descriptive of the climate that persists in many states:

> [There has been] lots of talk, but nothing too substantive from my perspective. I think some enthusiasm has dwindled after early cost estimates came in at an astronomical level. Also, the

> experiences in Florida are perceived here to have been an utter disaster.

Most of the respondents ventured the opinion that, in view of the financial and logistical problems associated with teacher certification based on competency achievement, their states and teacher-training institutions were either taking a wait-and-see attitude or were moving slowly, albeit gingerly, in that direction. Course or program completion still seems to be the major factor in teacher certification, as reported by slightly more than half of the respondents.

9.2 *If your answer (to question 9.1) is yes, please describe directions and timetables in your state.* Only three respondents described plans in their state for implementing provisions for teacher certification based on competency achievement; all three were employed by teacher-training institutions in Georgia. Their descriptions of new procedures for teacher certification are quoted here:

> All beginning teachers are required to demonstrate behavioral competence for a team of examiners in order to be certified. [This] goes into effect about 1980.

> All new programs submitted to the state should be competency-based. [Beginning] teachers are temporarily certified and then evaluated on the job. Certifying tests are being developed [and] student teachers will be evaluated next year [1979].

9.3 *How do you think competency-based teacher certification will affect your social studies courses and programs?* Of the eighteen respondents who answered this question, seven thought that competency-based teacher certification would have little effect on social studies courses and programs, four expressed ambivalence, and seven appeared to believe that only negative effects would be produced by this development.

Those respondents who viewed competency-based certification in a positive light cited these advantages:

--It enables teacher educators to clearly state their course objectives.

--It improves precision of instruction.

--It provides an opportunity to individualize instruction and to reexamine program goals.

The following comments are typical of those expressed by respondents who believed that competency-based teacher certification would have

negative consequences:

> It will probably encourage us to teach to the test, once we discover what's on the test!
>
> I think it will be deathly. It will, at least, be extremely dull.

9.4 *Does competency-based certification represent a problem or an opportunity for social studies teacher education courses and programs? Why?* Of the seventeen teacher educators who answered this question, seven regarded competency-based certification as a problem, five saw it as an opportunity, and five perceived it as both a problem and an opportunity. Those who regarded it as a problem expressed concern about the difficulties inherent in evaluating teacher competence in general and social studies teaching competence in particular and about the dehumanizing effects of such an approach to evaluation. Following are several of the comments expressed by respondents:

> Requirements for student evaluation seem too harsh [and] require too much time. I'm for reasonable and reasoned accountability, but I fear that the "movement" is [going too far] in our state.
>
> It is appropriate for rats and pigeons, not for thinking human beings.
>
> The model is all wrong. Teaching is an art, and competency-based teacher education comes from the business-and-industry tradition.
>
> [It is] more a problem than an opportunity in that the prescriptive nature of such a legalistic approach is a detriment to future change.
>
> It represents another hurdle, a lot of paper work, and doesn't give enough benefits to warrant the effort.
>
> [It is] an opportunity to get our act together, to emphasize critical teaching competencies, to develop scope and sequence in content, appreciations, and skills.
>
> I think that it is something of an opportunity. From my perspective, social studies instruction has suffered from a lack of clearly identifiable objectives. While all may not agree with some objectives that may be described, I think the process of identifying them may lead to some much-needed cohesion in the field.

Conclusions

1.0 What's Happening in Your Institution?

According to a majority of the teacher educators who responded to the questionnaire, the most important trends in elementary social studies teacher education at their institutions (in declining order of frequency) were (1) improved teaching methods, (2) expanded field experiences, (3) declining enrollment, and (4) new efforts to integrate instruction in elementary social studies with reading, language arts, science, and other fields. These efforts to improve the quality of instruction in elementary social studies classes are commendable, for they suggest that the respondents are aware of the importance of constantly seeking ways of making the social studies more meaningful, more teachable to prospective and inservice teachers.

Not so encouraging was evidence (reported by one-fifth of the respondents) attesting to a perceptible decline in enrollment in social studies courses. That a relatively small fraction of the respondents cited this as an important trend is a bit surprising, in view of the national trend toward declining enrollment in teacher education courses. Presumably, four-fifths of the respondents did not perceive declining enrollments at their institutions to be of great consequence.

Major issues in elementary social studies teacher education at respondents' institutions included such local concerns as teacher certification requirements, faculty rewards and incentives for participating in field-based programs, and college admission requirements for undergraduates. That very few respondents cited or alluded to issues related to the current or future status of their elementary social studies programs is perplexing, in view of the fact that in other parts of the questionnaire the respondents expressed great concern about the immediate and long-range effects of declining enrollment, the "back to basics" movement, and the low status accorded the social studies at their institutions.

The responses to the question about important local needs in elementary social studies teacher education reflected profound inconsistencies in philosophy. Although the most frequently cited need was for greater coordination and cooperation between individual social studies

faculty members within curricular areas and between local school districts and institutions of higher education, there was a definite lack of agreement about other topics. Some respondents indicated a need for providing students with more coursework in the social sciences, while others requested more methods courses. Some asked for more students in their classes, while others wanted tougher screening and admission requirements for teacher education students. Less pressure to publish was wanted by some respondents, while more time for research and writing was desired by others.

Not mentioned by any respondent was the need for helping graduates to secure positions in education. The fact that these teacher educators did not regard this as a pressing need--despite intense competition in the job market--was surprising.

Two types of promising programs and practices identified by respondents were (1) various combinations of field-based and in-class experiences and (2) inservice programs stressing economics education, multicultural studies, law-focused education, and a variety of new graduate and/or inservice courses, workshops, and seminars, offered either independently by the respondents' institutions or jointly with other universities and school districts. While we applaud these innovations, we fear that some, perhaps many, will at best provide temporary solutions to the long-term problems created by declining enrollments, concern about the "back-to-basics" movement, and the general decline in interest in the social studies.

2.0 Enrollment

With several notable exceptions, respondents reported gradual declines in enrollment in elementary social studies courses taught at the undergraduate level and more-rapid declines in enrollment in courses at the graduate and inservice levels. Surprisingly, enrollment at the undergraduate level was reported to be "stable" at a few institutions and actually increasing at one.

Two circumstances may be operating to temper the effects of the downward trend in enrollment at some institutions: (1) the tendency of enrollment in undergraduate social studies courses to bottom out or stabilize following a decline and (2) the creation of successful inservice programs offered jointly by colleges and universities, teacher education centers, local school districts, consortia of school districts, and state departments of education. These encouraging signs suggest that some elementary

social studies teacher educators are willing to explore alternative programs and work cooperatively with other agencies toward the common goal of improving preservice and inservice instruction in the teaching of social studies.

Although most respondents acknowledged that both problems and opportunities were created for teacher educators by declining student enrollment at their institutions, few of them regarded this phenomenon as a major calamity. Indeed, some respondents maintained that declining enrollments were forcing them and their colleagues to revitalize their teacher education programs in elementary social studies, to expand their clientele, and to become more responsive to the needs of classroom teachers. Some respondents who regarded declining enrollment as a potential threat to their teacher education programs said that curtailment of courses and programs at their institutions had not become so severe as to threaten faculty job security.

3.0 Back to the Basics

There was no consensus among the respondents regarding what constitutes the "basics" in social studies. This finding did not surprise the authors for two reasons: first, there is little agreement among either educators or the general public as to what the term "basics" actually denotes; second, the "back to basics" movement has focused on reading and mathematics, not on the social studies.

The fact that there was very little congruence in the respondents' definitions of the "basics" suggests that social studies educators may be encountering profound difficulties in responding to the "back to basics" movement. Unless social studies teacher educators acknowledge the powerful role that advocates of the "basics" are playing in shaping elementary school curricula, attempt to redefine elementary social studies curricula in terms of their basic and essential elements, and communicate these changes to educators and parents, the social studies will lose its nowtenuous position in the elementary schools.

4.0 The Shrinking Job Market

If there continue to be insufficient teaching positions for recent college and university education graduates, it would appear that teacher educators in general and those who specialize in social studies teacher

education in particular should be helping their students make plans for alternative employment. Although many respondents indicated that they made general recommendations to their students about alternative employment in business, industry, public service, and government, few said they were able to suggest specific jobs for which their social studies teacher education students were qualified.

The majority of respondents said that their institutions were not attempting to assist education graduates in securing nonteaching jobs. Thus, it appears that at most institutions the burden of helping graduates find employment rests primarily on a faculty that appears to possess minimal knowledge about alternative opportunities.

5.0 New Content in Social Studies

Most respondents indicated that new content in the social studies (for example, the studies of energy, ecology, law, career education, consumerism, and globalism) was both an opportunity and a detriment. Typically, those respondents who viewed this new content primarily as an opportunity maintained that such topics as energy, ecology, and law made the social studies more exciting and meaningful for students. Those who regarded new content primarily as a detriment alleged that much of it violates the fundamental objectives of social studies instruction and exacerbates the "catchall" reputation of the subject area.

One would expect social studies teacher educators to view new content from a variety of perspectives reflecting differing philosophies of the social studies. Somewhat surprising, however, was the widespread concern (expressed by a majority of the respondents) about the need to preserve the "purity" of the social studies. Traditional social studies content, as taught in the elementary grades, has consisted of a variety of topics, often bearing little organic relation to each other and often far removed conceptually from the life space of students. To allege that the addition of new social studies content violates the purity of the field, when in fact no such purity exists, implies a narrow, provincial view of social studies--one that refuses to acknowlege that the new content, if properly taught, might enable social studies to survive in our elementary schools and in teacher education programs. Although these authors readily acknowledge the dangers inherent in indiscriminately adding new content,

they would hope that social studies educators would be willing to experiment with new content before summarily condemning it.

6.0 Multicultural Education

The respondents' definitions of multicultural education were remarkably similar. Nearly all stressed the importance of developing in students feelings of self-worth, sensitivity to and appreciation for the integrity of both their own cultural antecedents and those of others, and positive feelings about all of humankind. Almost without exception, the respondents reported that multicultural education occupied a prominent position in their elementary social studies teacher education programs.

Despite the high priority the respondents said they accorded multicultural education, however, only half described specific opportunities that this area of study created for their social studies courses and/or programs. Opportunities for teacher education students to study themselves, their peers, and a wide variety of ethnic "others"; to become involved in field research; and to evaluate, create, and use multiethnic instructional materials were among those cited. With few exceptions, such opportunities involved making changes in existing courses, *not in teacher education programs*. Accordingly, the authors conclude that there appears to be a discrepancy between the words and professed actions of the respondents: more of these social studies teacher educators expressed positive attitudes toward incorporating elements of multiethnic education into their courses and programs than appeared to be translating their beliefs into reality. This finding suggests that some--perhaps many--respondents may be reluctant or unable to give this vital area the emphasis that it deserves.

The major problem cited by the respondents was that of providing balanced and proportionate treatments of minority groups and incorporating multiethnic content into their social studies classes. Many of the respondents themselves acknowledged that they were not in fact attempting to deal with this issue.

7.0 Exceptional Students

Although most respondents recognized the need in teacher education courses for content on teaching exceptional students in elementary

classrooms, very few (four of twenty-one respondents) indicated that they and their peers were actually providing such content. The finding that few teacher education programs require students to take courses in mainstreaming or in teaching exceptional children is not surprising, given that the implications of Public Law 94-142 and of state legislation governing preservice and inservice education for teachers of mainstreamed students are still in the process of being spelled out. Indeed, most states have not as yet enacted legislation which clearly specifies the changes in teacher education programs that will need to be made. Meanwhile, most respondents appear to have become reconciled to a "wait-and-see" position.

In the authors' opinion, the respondents' acknowledged inactivity in regard to developing programs to help preservice teachers prepare to deal with exceptional students appears to be symptomatic of a greater problem: the reluctance of teacher educators to anticipate impending demands on them and to boldly take the initiative in responding to these demands by making appropriate adjustments in their courses and programs. The elementary social studies teacher educators who responded to the authors' questionnaire probably are not exceptional, and their willingness to temporize when faced with impending developments in teacher education is perhaps indicative of a malaise that may well be more prevalent in the social studies than in any other curriculum area.

8.0 Competition With Other School Subjects

Social studies is not effectively competing with other school subjects at the respondents' institutions. Almost without exception, the respondents reported that the social studies ranked below reading, mathematics, and language arts and approximately equal with or slightly higher than science, physical education, and the fine arts. In general, social studies appears to be competing slightly more successfully at the undergraduate level than at the graduate and inservice levels.

Surprisingly, several respondents affiliated with institutions that have long enjoyed national reputations for their research and development efforts in the field of social studies revealed that at their own institutions elementary social studies was accorded low priority. Presumably this phenomenon can be ascribed to the tendency of faculty

assigned to specially funded research and development projects to operate in isolation from faculty assigned primarily to teaching and student advisement roles. Moreover, the authors' personal experience suggests that after funding for research and development efforts has expired, most college and university administrators are reluctant to commit institutional funds to their continuation; however well-intentioned and successful they are, such projects tend to be phased out or to be allowed to self-destruct.

It is also surprising that two-thirds of the respondents reported that their courses and programs in elementary teacher education *were not affected* by competition between the subject areas, despite the low priorities attached to the social studies at their institutions. The authors are reluctant to label this assertion as shortsighted, unrealistic, or inaccurate, because the respondents obviously are in a better position than the authors to assess conditions of their institutions. It appears likely, however, that if enrollment in teacher education courses and programs continues to decline, and if the status of social studies vis-à-vis the so-called basic subjects continues to deteriorate, institutions of higher education will be inclined to allocate fewer and fewer human and physical resources to social studies at the preservice and inservice levels. The consequence is obvious: the social studies will continue to decline in importance. The fact that very few respondents indicated that they were attempting to vigorously respond to school subject competition reinforces this gloomy prediction.

9.0 Competency-Based Teacher Certification

Slightly more than half of the respondents reported that in their states there was a perceptible movement toward competency-based teacher certification. Few respondents, however, indicated that their institutions had actually established this type of certification program. Most respondents said that the pros and cons of this approach were being carefully explored.

For the most part, the respondents were uncertain about what effects competency-based certification would have on programs in elementary social studies teacher education. Some expected a few positive effects; a few foresaw few effects of significance; others predicted only negative consequences. The tenor of these predictions appears to reflect the

general attitudes displayed by respondents toward these and other proposed changes in teacher education: apathy and resignation, coupled with a willingness to make the best of whatever changes are thrust upon them. Perhaps these feelings are symptomatic of why elementary social studies is on the decline at most of the respondents' institutions.

II. SECONDARY SOCIAL STUDIES TEACHER EDUCATION

Eighteen of the 23 persons contacted at the secondary level completed and returned the survey questionnaire. This represented a 78.3 percent return. Findings for the nine question areas are reviewed in this section, followed by the authors' conclusions.

Findings

1.0 What's Happening in Your Institution?

1.1 *Briefly describe the two most important trends in social studies teacher education in your institution.* In descending order of frequency, the four major trends in secondary social studies teacher education, according to the responses, were (1) declining enrollment (ten), (2) broader certification patterns (seven), (3) expanded field-based instruction (five), and (4) addition of new content (four).

According to this survey, declining enrollment at the undergraduate level was the most significant issue in secondary social studies teacher education. Ten of the 18 respondents registered this concern. In a few instances, the enrollment decline was associated directly with such corollaries as loss of respect for the field in general and the allocation of less faculty time to social studies education.

In an effort to make social studies undergraduates more employable and ease the problem of dwindling enrollment, several institutions have developed broader certification programs. In some cases this meant a shift from separate subject certification in history, political science, geography, sociology, etc. to broad field certification in the social studies. The single exception to this was the creation of a separate certification program in psychology at one respondent's institution. Where social studies certification already existed, students were being urged to take a double major--one major in social studies and the other either in a related area (for example, history) or in an entirely different area. A third pattern reported was encouragement of both secondary and elementary certification in social studies.

Among the program trends most-often reported by respondents was expansion of field-based opportunities for teacher trainees. Efforts

were under way at many institutions to develop a closer relationship between campus-based instruction and teaching activities in school-based settings for both the field-experience and internship portions of the training program.

The trend toward introduction of new content was evidenced in relationship both to local needs (reading skills, classroom management, mainstreaming) and to national trends in law-related education, ecology, and global studies.

In summary, the trauma created by the sudden drop in enrollment at the undergraduate level appears to have brought at least a temporary halt to innovative improvements in programs. Instead, social studies teacher educators seem to be concerned more with bread and butter issues and about protecting programs that still exist. The response of most institutions appears to be one of relying on the tried and true--for example, broad field social studies certification--rather than experimenting with programs and program components with high-risk elements that might accelerate the enrollment decline if they were to fail.

One institution reported, "There have been no important trends."

1.2 *Briefly describe the two most important issues in social studies teacher education at your institution.* "The social studies program has suffered so," said one teacher educator, "that it's hard to identify issues actually under consideration." Fully fifteen respondents reported that survival was the major issue in their institutions. Typical responses were:

> Will the department survive?
>
> Will we continue to offer social studies teacher training?
>
> Survival!
>
> Employment!
>
> Will we have a program left to operate?
>
> Is it important to educate teachers in special fields such as social studies, science, etc.?

Declining enrollments created a cluster of survival issues that can best be described as "psycho-philosophical." For example, the respondents asked:

> Shall we lower admission standards?
>
> Should we attempt to attract more students in a depressed market?

> Should we reduce the program hours to make the program more attractive?
>
> Is the more-expensive field-based operation worth the cost?
>
> How do we work with local district needs and maintain our program integrity?

The question of survival seemed also to be a question of control over teacher training and certification.

> Who shall decide on questions regarding certification--the university, the state department, or teachers' organizations?
>
> Should the control of social studies teacher education be lodged in the department of secondary education or in the department of history?

Five respondents indicated that the control issue was important in their institutions.

Five teacher educators reported that competency-based teacher education (CBTE) was an important issue in their institutions. One person raised this important query about CBTE: "To what extent does a 'competency-based' program lead to the development of more capable teachers, which in turn will lead to improved achievement on the part of students?" The respondent also asked: "To what extent do field experiences prior to student teaching result in measurable differences in student teaching performance or teacher attitudes? And, therefore, is it worth the additional investment of time and money?" Many respondents pointed out that the time demands of CBTE can be enormous and frustrating, especially during a period of declining resources for social studies education.

What appear to be missing or at least minimized in the list of issues identified by respondents, most of which are rooted in the basic question of survival, are the more-familiar professional questions related to content, learning theory, teaching strategies, and the social/historical foundations of social studies. The responses seem to reveal a set of concerns quite different from those reflected in presentations made at meetings of social studies professional organizations. Seldom, for example, does one hear discussed at professional meetings the kind of ethical issue described in the following comment:

> How strongly can we advocate our program and continue a passive role in advising, given the shrinking job market? We attempt to make clear

> the current job situation . . . but for the most part not go beyond recommendations in the placement and advising of current and former students.

1.3 *Briefly describe the two most important needs in social studies teacher education in your institution.* In contrast to the general agreement about trends and issues, the survey yielded many different responses to the question about important needs. These responses ranged from "more students," which begs the major questions, to such concrete need statements as these:

> To prepare teachers to deal with disadvantaged students and remain creative teachers in disorganized and restrictive environments.
>
> To write and have approved a master's program in secondary education to provide graduate work for teachers in the metropolitan area.
>
> College and university support for international programs.

Three respondents identified the need for greater commitments from colleagues involved in preparing social studies teachers. This need seemed to be especially acute in institutions where the training function resided in the college of arts and sciences rather than in education.

1.4 *Briefly describe the two most promising practices/programs in social studies teacher education at your institution.* With 14 responses, the most frequently mentioned promising practice or program was a greater degree of involvement of university personnel in actual school situations. This closer working relationship between university instructors and classroom teachers was based on expanded field-based instruction prior to the methods class and student teaching, greater involvement of classroom supervisors in university course work and program development, and increased emphasis by university personnel on local school staff development activities. The following descriptions are typical of these responses.

> Experienced teacher supervisors had the same methods course [as interns], and the preservice/inservice team works with the professor for one full year . . . . [There was] much reinforcement of ideas and skills over time.
>
> Willingness of faculty to work with local school districts--respecting their needs and concerns while

making the workshop or course go beyond parochial issues. Faculty have worked in such areas as law and economics and seem to maintain a balance between attending to local needs and maintaining independent standards. We do this by making our position completely explicit from the beginning--including a written agreement.

Another promising practice mentioned by three respondents was the institution of training programs which combined elementary and secondary students. Less frequently mentioned programs were (1) a social studies education program abroad, (2) a study tour program for experienced teachers, (3) greater multicultural emphasis, (4) block programs which integrate methods, educational psychology, and social foundations with a field-based experience, (5) a laboratory approach to methods, (6) team teaching, and (7) modeling of teaching techniques while teaching about social studies.

In summary, the promising practices and programs mentioned by respondents at the secondary level were characterized mainly by efforts to bring theory and practice together in the proving ground of a real educational setting. It appeared that social studies teacher educators were trying very hard to practice what they preached.

2.0 Enrollment

2.1 *Briefly describe the undergraduate, graduate, and inservice enrollment trends in the social studies program at your institution.* During the 1970s, the bottom dropped out of undergraduate enrollment in secondary social studies teacher training programs. The following comments are typical of those made by respondents:

> Short term--small decline. Long term--large decline.
>
> Decrease from 120 (1971-72) to approximately 25 (1978-79).
>
> Down sharply last year, now constant.
>
> Significantly declined over the past three years.
>
> Drastic decline--ten years ago there were 500 undergraduate majors in social studies; this year there were 50.
>
> Down 50 percent in five years.
>
> Down drastically from six to seven classes to about two small classes per year.

Not a single respondent reported an incrase in undergraduate enrollment.

Enrollment patterns at the beginning graduate level were more variable, with trends tied to local conditions. Commuter institutions serving urban areas appeared to have suffered less than residential universities located in rural areas. Urban universities appeared to have some enrollment advantage over rural-based universities, possibly because teachers in urban areas have more opportunities to hold down teaching jobs while attending a university at night and on weekends to complete their graduate work. However, this finding was not uniform; some urban school systems appear, in effect, to have created their own "universities" rather than rely on existing university services.

Doctoral programs, generally stable in enrollment, were surviving by serving local school district needs and by recruiting an increasing number of foreign students. One program, however, was reported to have declined from admitting five doctoral students each year to one in 1976 and none in 1977. By June, none had been admitted in 1978.

Although most doctoral programs seemed to be holding steady in enrollment, recruiting patterns had changed. During the 1960s and early 1970s, many doctoral students were recruited nationally; these students were likely to have had substantial academic and field experience with national curriculum projects. In all likelihood, the current practice of recruiting locally and internationally for doctoral programs (if the reports of our sample are accurate) will have a major impact on social studies programs in the United States during the 1980s.

Participation in inservice training, staff development, teacher centers, and workshops was one of the few growth areas reported by respondents. Enrollments in such activities were increasing, albeit sporadically and unsystematically. The existence of funded projects, such as those supported by the National Science Foundation and Taft Institute, is no doubt partly responsible for this trend. Teacher education centers were also reported to be a factor, especially where the impetus for participation came from a state department of education. However, respondents reported that requests from local schools often did not include social studies as a top priority. Several respondents commented that university bureaucracies and reward systems made it difficult for faculty members to engage in systematic inservice work as part of their assigned load. Most such work was done on a consulting or overload basis.

Some optimism about inservice work was reflected in at least one response: "We are just beginning an effort . . . which we believe will expand this area greatly over the next two years."

One respondent from a major state university located in a rural area reported that participation in inservice training was down drastically as a result of increased competition from other state universities, most of which were located in urban centers.

2.2 *If enrollment is declining in your institution, has this trend affected social studies courses and programs?* The enrollment decline has necessitated a variety of belt-tightening activities, according to our respondents. With most teacher education programs supported by a full-time-equivalent (FTE) funding formula, fewer students mean fewer resources. The most commonly reported reaction was to cut back on the number of sections offered: rather than offering a methods course every semester, for example, an institution would offer it every other semester. Another reported strategy for ensuring a sufficient FTE load was to have faculty members pick up more student teacher supervision; in a few cases, faculty members were requested to assume new teaching responsibilities. One respondent, on a more positive note, indicated that reduced enrollment had "increased our ability to individualize instruction and provide more laboratory and field experiences. However, it does mean that less interaction between instructors occurs."

Assuming that the authors' survey accurately reflects the situation, at most institutions social studies teacher training programs have remained intact in spite of declines in enrollment. The quality of programs, however, seems to have eroded--despite the lingering hope that fewer students would provide an opportunity for improved programs. Some faculty positions have been lost; remaining faculty members are doing more field work (not by choice, in most cases); departments have become dispersed and fragmented. Such is hardly the seedbed for program experimentation.

At best, declining enrollments seem to have created a holding operation in most programs. The prevailing tone of the respondents' answers to this question reflected a wait-and-see attitude that occasionally bordered on slight panic. One experienced teacher educator predicted with apparent trepidation that "more drastic adjustments are on the horizon, but no one knows what they might be."

It should be noted, however, that five of the eighteen respondents indicated that the enrollment situation was *not* influencing courses and programs. Their reasons varied. In one case, social studies had never been a separate degree track with its own special training program. In another, the program has always been small and stable. Still another involved an urban university that had not experienced a significant enrollment decline. These are exceptions, however, to the general rule.

2.3 *Does declining enrollment represent a problem or an opportunity for social studies teacher education courses and programs?* Ten respondents indicated that declining enrollment was a problem. Only two saw the situation as essentially an opportunity. Four persons thought that the problems and opportunities were about evenly divided and that the final outcome would depend on future decisions. The remaining two respondents were noncommittal.

The opportunities presented by declining enrollment most frequently mentioned were individualization of instruction, more time for faculty members to pursue professional growth in related fields (reading, special education, general curriculum, etc.), expansion of field work, and incentives to devote more time and attention to graduate/inservice/staff development work.

Many of the problems created by declining enrollment were discussed in item 2.2. One additional problem mentioned was that "social studies certification may be dropped from the School of Education and transferred to the College of Arts and Science, where it will be offered as a service for their graduates."

One thoughtful respondent answered the problem vs. opportunity question as follows:

> For the most part, declining enrollments are a serious problem. When there are few students to enroll, consideration of good courses makes little sense. I suppose there is opportunity in the need to hustle more, make courses more useful, etc. Since most teachers around here have masters' degrees, teachers are less interested in paying tuition. More schools are working up their own inservice programs. University people can contribute here, but my own university and others have not yet developed a mechanism for making non-tuition-paying inservice a regular part of staff load. Social studies teacher education can be carried on within a university and

by outside-university channels. I myself do a lot of consulting, special tasks in school workshops, etc., but as "overload," not in the regular program.

2.4 *Has declining enrollment affected your own ability to bring about changes in courses or programs? (We are especially interested in learning of any positive outcomes of declining enrollment.)* Respondents appeared to have difficulty with this question. Most answers were abbreviated and added very little to what had been said before. Three people failed to respond. Four simply said "no" without explanation. Two people referred back to previous comments. The lack of response to this question may indicate the difficulty of seeing truly positive outcomes from declining enrollments.

The few "positive" outcomes cited were frequently qualified with a "however" or a "but" phrase. For example:

> We were able to team teach methods--but we lose this luxury next fall.
>
> The individualization is a positive outcome. . . . But if there are so few students that only one person works with them, this cuts out a positive interactive situation.

Some responses were extremely tentative, giving the impression of considerable program uncertainty:

> We are in the midst of a total college review, so many of us hope that some significant shifts will occur.
>
> The School of Education is in the midst of trying to define its mission and find a new dean.

On a more encouraging note, three respondents indicated that decreased undergraduate enrollment had stimulated them to be more innovative at the graduate/inservice/staff development levels. One observed, "Enrollment declines perhaps have triggered changes and program development which are long overdue."

3.0 Back to the Basics

3.1 *How do you define "back to the basics" as it relates to the social studies?* The respondents perceived the phrase "back to basics" as having at least three meanings in the field. According to those surveyed, the possible meanings of "the basics" as it relates to social studies are: (1) the "3 Rs"--reading, writing, and arithmetic--along with seeing to it that students behave themselves; (b) solid content

(American history), aversion to social issues and value clarification, no electives, textbooks, higher parental expectations; and (c) inquiry, thinking, valuing, and communication skills.

The respondents were careful to distinguish between "basics" as the term is generally used by the public (the "3 Rs" plus good behavior) and basics in social studies. Ten respondents viewed basics in social studies as inquiry skill development and "crap detecting" a la Postman and Weingartner.

3.2 *What kinds of opportunities and/or problems have been created by "back to the basics" for your own social studies program? Give specific examples, if possible.* While nine respondents indicated that the "back to basics" movement had created little or no impact of any kind on their secondary training programs, many appeared to be coopting the trend in support of their own objectives.

For example, one respondent reported that she was able to teach reading, writing, and speaking skills in the context of inquiry and value-analysis lessons and at the same time draw upon content from global education, multiethnic education, and law-related education. She was capitalizing on the popularity of the "basics" movement to promote innovative trends in social studies. Another suggested that the field adopt the slogan "forward to basics," which would enable social studies educators to focus on the "real social studies basics: interpersonal relationships, family, and child rearing."

Among the other examples of the impact of "back to basics" were greater concern with the relationship between reading and the social studies and more opportunities to offer workshops and "overload" courses for local teachers to enable the latter to update their skills in teaching reading. In one secondary program, "back to basics" had precipitated a shift in enrollment away from social studies to mathematics and reading. One respondent, taking an optimistic view of the long-range impact of "back to basics," wrote:

> In the long run, it [basics] should be beneficial; a state department of education study (1976-77) found that schools with higher levels of performance on reading scores spent more time on social studies and less time on reading drills. The data are still being analyzed; watch for the report.

In summary, the "back to basics" movement has been reinterpreted by most social studies educators to support the long-standing objectives of social studies in such skill areas as thinking, valuing, and communication.

4.0 The Shrinking Job Market

4.1 *In view of the shrinking employment opportunities in teaching, are you personally able to suggest alternative employment to your students?*

4.2 *If so, cite several examples of alternative employment opportunities for teacher education students.* (These two questions have been combined in order to report the data more effectively.) Nine of the respondents indicated that they were doing very little, if anything, to suggest alternative employment. Most respondents acknowledged that something needed to be done and reported feeling somewhat guilty because so little was being done. For example, one respondent reported, "To be honest, no. We talk about it, but realistically I haven't much help to offer."

Some faculty members said they were taking individual action to recommend alternative employment in related human service fields, among them social service, law, management, journalism, insurance, education in a corporate setting, recreation, advertising, audiovisual production, publishing, politics, and community organization. Social studies was perceived as good general education preparation for the delivery of a wide array of human services. However, efforts to suggest alternative employment appeared to be sporadic and were not built into the program intentionally or systematically. One exception was an institution that reportly was developing a degree program (one that did not provide a teaching certificate) designed for people who are interested in applying educational theories, concepts, and techniques in nonschool situations.

Another institution made its advanced specialist degree program versatile enough to qualify graduates for placement in the civil service, state departments of education, and public school supervisory and consultant positions. A graduate with a minor in media might obtain a position in an audiovisual center or library.

Two respondents indicated that job vacancies for teaching still existed in some nearly rural areas and city systems. As a result, their

institutions were not discouraging enrollment in undergraduate social studies training programs.

4.3 *In your institution, has the shrinking job market stimulated any creative thinking about the development and delivery of education in social studies, grades K-12? Give examples.* The responses to this question reflected a discouraging malaise in secondary social studies teacher education program development. Ten respondents replied that little or nothing had happened. Some typical replies were:

> Sorry, can't give any examples. I'm afraid there has been little if any creative thinking here.
>
> Unhappily, no.
>
> Not really.
>
> No, I don't believe that it has, really. I realize that that we should be working on this.

Two kinds of innovations reported were worthy of note. Three respondents replied that their institutions were enlarging social studies programs either vertically, by combining secondary and elementary courses, or horizontally, by offering joint courses with other secondary subject fields. Another ambitious development was under way in a private college that was combining social studies with other areas--for example, special education--for dual certification. By offering scholarships, this institution hoped to draw students nationally as well as locally. The key here, as with most new programs, was outside funding.

5.0 New Content in Social Studies

5.1 *Do you regard new content in soical studies--e.g., energy studies, ecology, law education, career education, consumer education, and global education--as an opportunity or a detriment in your social studies courses and program?* This question sparked enthusiastic responses. Ten respondents replied that they felt the new content areas represented definite opportunities. The remainder thought that the new content offered opportunities, but that the social studies needed to protect itself against faddism and fragmentation. This group argued for caution and the development of a sound rationale. In this respect, career education was singled out by two individuals as a prime example of how new content can be mishandled if proper attention is not given to the rationale. No respondent reported that the new content was a detriment

only. Thus, although a general consensus existed among the secondary respondents that the new content was beneficial to the social studies, they cautioned that a bandwagon approach must be avoided.

Typical responses were:

> They [the new content] are opportunities: First, they force me to integrate these new topics into my instruction as content examples, and thus improve my teaching. Second, they are intrinsically interesting and foster motivation in my methods students.
>
> Opportunity--these areas are really resource areas. Extensive use depends on one's rationale.
>
> It is an opportunity to ride "fads" and increase student and public interest, but in my opinion, it is also a detriment because it helps shatter an already fragmented field with a disappearing center.
>
> Opportunity--funds are available if teachers wish to implement in some districts.
>
> Both. In one respect it pulls attention away from some basic priorities and needs of developing an overall consistent rationale. Too much drifting with temporary trends and fads is a potential problem. In general we [this faculty] have avoided the worst of faddism. We have developed specific courses in environmental education and economic education, but not in other areas. These were carefully field tested and designed to supplement our basic program and meet needs of teachers with regard to statewide public school programs.
>
> An opportunity. Subject matter for demonstration lessons (prior to microteaching) and case studies.

Interestingly, two respondents had contrasting viewpoints on the relationship of the new content to social issues. One said that the new content "tends to focus on social problems. . . ." The other argued that "the 'sexy' programs don't lead to the establishment of a core of teachers that help kids reflect directly upon the prevailing social issues of U.S. society."

In summary, the new content appeared to represent an opportunity in four respects: (1) it is more interesting to students; (2) it creates additional chances to use fresh content to teach basic skills, concepts, and generalizations; (3) it is interdisciplinary and issue centered; and (4) it provides for new funding sources.

5.2 *How have your courses and programs been affected by this new social studies content? Give specific examples.* Most of the respondents reported that the new content was being integrated into existing courses on a selective basis. One person reported that new courses had been developed--in this case, in environmental and economic education. Four replied that inservice workshops were the most useful vehicles for bringing the new content to the attention of teachers. They noted that undergraduate methods courses have many competing demands and the new content was used, at that level, primarily as a resource for developing individual lessons.

According to the replies received from this limited survey, the new content represents potentially the most exciting new dimension of secondary social studies. This impression is gained from the reports that the new content may be viewed as a way for social studies to recapture the attention of students and parents, giving social studies a place of greater importance in the schools.

6.0 Multicultural Education

6.1 *How do you describe multicultural education as it relates to social studies?* Multicultural education with its emphasis on cultural patterns and diversity was described by most respondents as intrinsically a part of the field, but not necessarily confined to social studies.

Definitions offered included the following:

> It is a combination of understanding, attitudes, values, and feelings about individuals and groups of different cultures and subcultures which the social studies curriculum tries to influence positively.
>
> . . . the study of different cultures and subcultures of the world, not the serial study of U.S. ethnic groups; e.g., black, Chicano.
>
> Multicultural education in the social studies includes teaching students about various ethnic groups, about socialization differences, sources of intergroup conflict and cooperation.
>
> An in-depth acquaintance with America's ethnic and racial history placed in the context of a world view.
>
> Providing both theory of and real or simulated experiences with other cultures.

There was also confusion about and some cynicism toward multicultural education. The following responses reflected those feelings:

> The term is very nebulous to me. . . . It is used in a variety of ways . . . but, primarily, it is used as a rationalization for seeking federal government funds. As far as I am concerned, multicultural education is a significant component of all social studies and is not an emphasis that is different from what needs to be done and has been done in most good programs for years. Most people tend to describe it in terms of different racial and ethnic individuals who participate together in learning experiences. Frankly, I think much of it is extremely superficial.
>
> I have never described it as it related to social studies--and I am at a loss to do so now. It is so much a part of social studies that I have not felt the need to relate it to social studies.
>
> In a given school district or school site, multicultural education reflects the bias of the decision makers in emphasis on (1) ethnic studies, (2) bilingual education, (3) intercultural studies, (4) area studies, etc. The curriculum follows the money.

6.2 *What kinds of opportunities or problems have been created by multicultural education for your social studies courses or programs? Please give examples.* Only three respondents indicated that something concrete was being done on multicultural education at the undergraduate level. One example consisted of assigning several students each quarter to develop units with a multicultural perspective. Another respondent reported that students must elect three courses from an approved list of multicultural courses.

Course work in multicultural education at the graduate and inservice levels was reported by four persons. One said that all social studies courses at the undergraduate and graduate levels had a multicultural emphasis. Another commented, "It is taken as a matter of course that multicultural is mainstream in the social studies because the students themselves represent a wide variety of ethnic and cultural groups."

Surprising to the authors was the fact that ten of the respondents reported that little or nothing concrete was being done in multicultural education, or that earlier attempts to develop multicultural programs had been unsuccessful--indeed, one multicultural-bilingual program was characterized as a "disaster," with only five of fifty students completing the required coursework.

Also surprising is that only one respondent described a program in multicultural education that had a global focus, despite the fact that the respondents had seemingly agreed that multicultural education was global in nature.

One respondent felt that the local ethnic competition engendered specialized programs in multicultural education tended to "drain off enthusiasm from the more mainstream aspects of social studies education."

7.0 Exceptional Students

7.1 *Are you making any provisions in your social studies courses or programs for the teaching of social studies to students with learning disabilities who may have been mainstreamed into regular classes, or exceptional students who have been identified as gifted or handicapped?* Three respondents indicated that all program students were required to take at least one course in special education. One institution has developed a close programmatic relationship between social studies and special education, but with mixed success as indicated by the following comment:

> Our undergraduate programs include a requirement that all students take two courses in the teaching of special education. Since our institution has a very large special education component, many of our students take additional work in special education. We also instituted a double major that includes special education and any secondary certification subject matter field major. There are approximately 25 students who major in special education at the secondary level at the present time, but none who pursued the double major with social studies. One of the reasons for this is that a double major requires five years, although it does lead to both a bachelor's degree and a master's degree that are awarded at the same time.

Another approach was to integrate special education techniques and materials into ongoing social studies courses. Four respondents indicated that they attempted to do this as much as possible.

Exceptional student education, however, did not appear as a priority item in the thinking of many secondary social studies teacher educators. Ten respondents reported that they were doing little or nothing for exceptional students.

Special education is looming on the horizon. A few states have recently instituted course requirements in special education for graduation and certification in all subject areas. Faculties are tooling up to meet this mandate. Five respondents indicated that they would have special education requirements in the near future.

7.2 *If you provide for the needs of these exceptional students in your courses and programs in social studies teacher education, would you describe these provisions and/or attach illustrative materials?* Only three responses were filed on this question, reflecting the absence of specific efforts by secondary social studies teacher educators in special education.

8.0 Competition With Other School Subjects

8.1 *Is there any evidence in your institution's programs that social studies is given lower priority than reading, language arts, mathematics, and science? If so, how does social studies rank vis-à-vis these other subjects?* Seven respondents indicated that reading is required by the state and that the reading faculty tend to receive more resources compared to the other secondary content areas. However, for the most part social studies held its own among the subject specialties. Ten persons reported that there were few differences in the emphases placed on various subjects. In one case, social studies was perceived to rank relatively high because of a strong faculty. One person ranked social studies next to last; it was saved from being last only because language arts (English) was in worse shape in terms of enrollment. Another respondent reported that social studies was dead last. Still another person observed that, while social studies was holding its own in secondary teacher education, in education as a whole it was "definitely at the bottom of the heap vis-à-vis academic disciplines."

The basic problem at the secondary level, according to several respondents, was the possibility that subject specializations of all types were in danger of being phased out.

8.2 *Has the competition among school subjects affected your own courses and programs in social studies? Be specific.* Sixteen of the 18 secondary-level respondents reported that subject competition had had no noticeable impact on their courses and programs. The two dissenters

observed that the competition from math and reading had cut into enrollment in social studies, with consequent ripple effects on class assignments and the university reward system.

8.3 *How have you responded to school subject competition? Describe course and program changes and/or attach illustrative materials.* Not surprisingly, there were very few responses to this question. One person indicated a possible change in his assignment. Another admitted, "We really haven't been able to respond effectively."

Sixteen persons did not answer this question--another indication that secondary social studies teacher educators do not consider subject competition to be a major problem.

9.0 Competency-Based Teacher Certification

9.1 *Is your state moving toward teacher certification based upon elementary achievement rather than on course or program completion?* Eleven respondents said that their states had already instituted or were moving toward teacher certification based upon competency achievement. However, the overall picture was unclear. The confusion experienced by secondary social studies teacher educators in regard to this issue was expressed in these typical responses:

> I've heard that it is.
>
> This isn't entirely clear at this stage.
>
> Yes, but I do not see this movement as affecting us in social studies education for at least five or more years.
>
> Generally yes, but the credential law allows for an infinite (well almost) number of waivers by colleges.
>
> The state superintendent says so.

9.2 *If your answer (to question 9.1) is yes, please describe directions and timetables in your state.* The responses to this question are quoted in full below.

> The state requires an accountability plan. There is no penalty for not achieving the goals.
>
> Full competency statements are to be attained by 1983--partial are in effect now.
>
> The state of _____ has just passed a requirement that all teachers must pass basic competency tasks that show proficiency at the 12th-grade level in

reading and mathematics. No one is sure of how this is to be implemented, other than it will be the responsibility of the colleges to test their students at the time they are admitted to teacher education programs. Probably the following will be required and weighted in some formula (within two to three years): criterion reference test in subject field, grade point average, completion of approved program, acceptable performance as assessed on series of instruments in "Beginning Teacher Assessment Program."

It's all up in the air--change in the state superintendent and much objection to CBTC has slowed things down.

The current credential law directs colleges and universities to develop programs to ensure competence to teach either a single subject (generally secondary school) or multiple subjects (elementary) in the schools in _____.

I think CBTC is being reviewed, but we have not responded . . . some of the teachers' colleges in the state have taken it more seriously. There may be some pressure in the next few years, but nothing very effective right now.

State is moving toward competency-based assessment of student teachers (very controversial) and certification (accepted grudgingly). Colleges and universities are fighting the former. State hopes to have it together by 1980-81.

Some effort to determine competency in teaching methodologies and in content areas. . . . Currently at discussion stage only. There is also some discussion concerning a fifth-year internship program.

I don't know. So far, movement is toward competency-based [evaluation] for initial certification. However, strong push [by the teachers' union] to restrict severely the number of new teachers to be certified means that in many fields (excepting vocational, special education, and a few other shortage areas) universities will not put much effort on energy into what would be necessary. (Were competency-based education to be required of present, in-school teachers, the whole picture would change.)

9.3 *How do you think competency-based teacher certification will affect your social studies courses and programs?* Twelve respondents were evenly divided on this question.

The following positive aspects of CBTC were cited: there is a focus on exit rather than entry qualifications; CBTC will force us to clarify

our program objectives; it assesses what is needed to be a good social studies teacher; candidates have a clear understanding of certification expectations; there is some benefit in change for change's sake.

The following problems were noted: CBTC could be adopted blindly; it is noncreative; it creates supervision problems; it will force teachers to do things they really don't want to do; it creates more paperwork; tests which claim to be founded in CBTC are awful; it could be inflexible; not all desired outcomes can be clearly specified; it represents a simplistic answer to a complex problem.

Taking a middle position, one respondent observed:

> It depends entirely on what is meant by "competency-based." I'd have to discuss this at length for a sensible reply. There is no general agreement in schools on the nature of *good* social studies education, and hence on what good teaching is. When many little competencies are spelled out exactly and when students are expected to learn only what teachers can "measure," developmental aims are likely to be lost. Should we undertake serious inquiry about competency in teaching social studies, the endeavor would open opportunity. I have a qualified friendliness to competency-based education, although I am skeptical about much of what is now included under that name.

Conclusions

1.0 What's Happening in Your Institution?

The effects of declining enrollment at the undergraduate level pervaded almost every facet of program and policy consideration. Historically, most social studies teacher educators have been dependent upon the resources and the reward system of preservice teacher education. Now that this base is being eroded, teacher educators are on the defensive. Most of the solutions to the problem proposed by the respondents are practical, albeit conservative and mostly campus-based. Among the strategies suggested were changing graduation requirements so as to permit broader certification possibilities, providing more field experience throughout training programs, and adding new content to training programs. None of these responses, individually or collectively, represents a satisfactory solution to the resource problem created by dwindling enrollment.

There was some indication of need for social studies educators to become more directly involved in graduate/inservice/staff development programs for teachers who have received their initial certification and who are currently employed full time or as regular substitutes in the schools. Two institutions in the survey reported a great deal of activity at the graduate/inservice/staff development level: one was an urban university that served a large number of local teachers; the other was making a determined effort to develop a national constituency at the graduate/inservice/staff development level.

Because of internal pressures created by the decline in undergraduate social studies programs, many university-based teacher educators appear to have lost influence and status within their institutions--some have lost their jobs, and others have moved into other fields of education. Whether those who remain can shake off their preoccupation with undergraduate training programs and problems and concentrate on postbaccalaureate training is problematic. Many university-based personnel are crippled by their own lack of experience in schools, the skepticism of school-based personnel, and the traditional reward system of universities, which requires the development of a national reputation. Indeed, local success is often frowned upon. One ray of hope is that such recent innovations as teacher centers may open the way for cooperation between university and school personnel to improve education at the local level.

2.0 Enrollment

Those institutions which appear to have suffered the most drastic declines in secondary social studies enrollment at the undergraduate level are large residential universities located in rural areas. These commonly are older institutions which have been involved in teacher education for decades and which developed strong programs during the post-World-War-II period of teacher shortages. Some private colleges and universities seem on the verge of losing social studies training programs altogether as part of a general reduction in the total university commitment to education. A more stable undergraduate enrollment pattern was reported at newer urban universities, where teacher training programs have been comparatively small since their inception.

Postbaccalaureate teacher training programs in colleges and universities showed signs of enrollment growth, gaining increased attention from secondary social studies educators. The success of these postbaccalaureate teacher training experiences, however, depended largely upon the local situation and the people involved.

Specialist and doctoral programs were holding steady, but the profile for advanced graduate students had shifted from national to local and foreign national. One person noted that doctorates in the content areas were being pushed aside by programs in statistics, program design, educational psychology, management, and the like.

In summary, as indicated earlier, declining enrollment at the undergraduate level has weakened the position of secondary social studies teacher educators across the board. With fewer resources, there is less opportunity to work at the cutting edge. With bread-and-butter programs faltering, the intellectual energy that previously flowed into the social studies profession may well be channeled into other, more rewarding avenues, a possibility that does not augur well for future research and development in secondary social studies education.

Until the educational bureaucracy can find a way to offer noncredit and tuition-free inservice education on a systematic basis as part of a faculty member's scheduled instruction, postbaccalaureate teacher training by university personnel will depend primarily upon individual entrepreneurial skills. Although teacher education centers may offer some hope in bringing university resources closer to the classroom on a programmatic basis, such program innovations were mentioned by only a few respondents.

3.0 Back to the Basics

At the secondary level, the "back to basics" movement was viewed by the respondents generally as an opportunity to place more emphasis upon skill development--reading skills, map skills, inquiry skills, communication skills, and decision-making skills. By and large, the respondents chose to ignore the common lay definition of "back to basics" because of its emphasis on strict behavior codes for students, traditional subjects, and rote memorization as the primary learning strategy.

Some social studies teacher educators appear to resist the lay definition of "back to basics" because it threatens to interfere with

their own freedom to conceptualize and teach social studies as they see fit--an attitude exemplified by this response:

> My department responded [to "back to basics"] by being critical of the state department of education's call for a review, which is in effect no response at all. Some of us felt that this was somewhat short-sighted. We are waiting.

Negative attitudes by teacher educators toward "back to basics," for whatever reason they may exist, tend to have the effect of driving a deeper wedge between university-based teacher educators and school-based classroom teachers. The former are concerned with innovation, and the latter must be concerned with the realities of parents and school boards. One respondent mentioned that the "back to basics" movement had caused some classroom teachers to be less receptive to modern subject matter and teaching methodologies. If such an attitude is widespread, it compounds the difficulties of the university-based teacher educator who is trying to bring new ideas to the attention of reluctant classroom teachers while at the same time trying to build closer ties with the schools. This is potentially one of the major problems of teacher centers.

In summary, some social studies teacher educators have adapted to "back to basics" by emphasizing the basic skills of inquiry-oriented social studies education. Also, some social studies educators have become more sensitive to reading problems that interfere with the inquiry process. On balance, it appears that while "back to basics" has had considerable impact on the training of secondary social studies teachers, especially in the area of skill development, the movement has not fired the imaginations of the teacher educators who responded to this survey.

4.0 The Shrinking Job Market

Most programs in social studies teacher education remain at a primitive stage of trying to fit traditional thinking about job placement into the frustrating vagaries of a declining teacher education market. Very little creative thinking has gone into the development of programs which will prepare students for the wide array of human-service occupations for which social studies graduates may be so ably suited. Only one systematic program effort designed to prepare students for roles

other than classroom teaching was reported. If that program proves to be successful, the model will probably be disseminated very rapidly.

Given the recognition by many of the respondents that some efforts need to be made to think creatively about this problem, one must ask why so little is being done. Perhaps many social studies educators are indulging in the wishful thinking that somehow the entire problem may go away. Also, from an individual's point of view, it may be easier to shift one's personal career focus than to alter program goals, especially during a time of declining resources in schools of education generally. Most institutions are unwilling to spend the necessary seed capital to launch a new program; it is much cheaper and easier to eliminate an unproductive program altogether. So most social studies educators do not have the luxury of being able to do what they as individuals may believe must be done. The problem of the shrinking job market in the social studies is an exaggerated version of a larger problem afflicting education institutions as a genre.

In general, the shrinking job market problem, although at the heart of the declining enrollment problem, appears to be beyond the ability of individual faculty members to deal with. Very little hard thinking seems to have taken place among professional social studies educators at the national level. To the authors' knowledge, nothing has been written about the problem. Teacher educators at the local level have insufficient resources and models to draw upon--therefore, nothing is done. This is a destructive syndrome that should be addressed immediately by social studies teacher educators.

5.0 New Content in Social Studies

New content is viewed by the survey respondents as one of the bright spots in social studies. While there is a shared concern that the new content (ecology, energy, consumer economics, global education, law-related education) might "shatter an already fragmented field with a disappearing center," there was also the hope that the new content could do much to revive a faltering field. The new content appeared to be most effective when used in postbaccalaureate training programs.

The new content may be viewed less enthusiastically by classroom teachers who believe that the social studies curriculum is already overcrowded and that the new content is an unnecessary burden. The respondents

would agree that it is probably unrealistic and undesirable to view the new content as something to *add* to the curriculum. Most secondary teacher educators in this survey argued that the new content should, for the most part, be infused into the existing curriculum. The new content can be a vehicle for bringing new ideas and motivational teaching strategies into the increasingly traditional curriculum being shaped by the "back to basics" movement.

It is important for classroom teachers to distinguish university-based teacher educators from the producers of and lobbyists for much of the new content. Most of the new content has been produced by special-interest groups. Teacher educators are seldom closely identified with such groups, and most teacher educators do not support the notion of adding new content to the curriculum in response to political or social pressure.

6.0 Multicultural Education

Multicultural education, according to most secondary respondents, is by definition an integral part of social studies education. This view was expressed eloquently by one respondent:

> Acknowledgement of the diversity among the people of the world is the fundamental part [of multi-cultural education and social studies]. From there we celebrate the strength that diversity offers while building the basic humanity which binds us together and transcends this diversity.

Specific program development in multicultural education at the teacher training level has been slow to materialize. However, the recent NCATE standards for teacher education accreditation place a strong emphasis on cultural pluralism and multicultural education. This new requirement will provide great impetus in the coming years.

More puzzling than the lack of program development was the reported concern about the political opportunism and infighting that have characterized some of the special projects in multicultural education funded by the federal government. It appeared that social studies teacher educators were for the most part on the fringes of these projects, and that the functions of the projects were perceived only dimly by the respondents. Perhaps this lack of involvement was by choice--or perhaps it was caused by the fact that most multicultural programs have been

"soft money" projects that have failed to penetrate into the mainstream of social studies teacher education. Perhaps few social studies teacher educators have been asked to contribute to such special projects. Many explanations are possible, but the fact remains that the federal government believes that more must be done in this area and is willing to spend considerable sums of money to see that it happens--with or without social studies educators.

7.0 Exceptional Students

The secondary social studies teacher educators who responded to the survey showed comparatively little interest in exceptional student education. This lack of interest may be due to three factors: the traditional concentration of exceptional student education at the elementary level, ignorance of new federal regulations affecting exceptional student education, and preoccupation with the declining enrollment problem. Undoubtedly, because of the stimulus created by strong federal initiatives, special education will become of greater concern to secondary educators in the near future.

One program model that bears examination has been developed at George Peabody College for Teachers. Designed for secondary teachers who will be working with special education students, this program combines a major in social studies (or some other academic subject area) with a major in special education and leads to certification in both. A graduate receives a bachelor's degree and a master's degree simultaneously. The special education major offers specialization in the areas of mental retardation, learning disabilities, multiply handicapped, behaviorally disordered, and visually handicapped. During the fifth year of certification, a comprehensive examination in both the academic major and the special education major is administered.

8.0 Competition With Other School Subjects

At the secondary level, social studies appears to be holding its own among the subject areas within the structure of teacher training programs. It appears to be competing effectively with the other school subjects. However, respondents to the survey expressed some concern that reading and mathematics mandates emanating from the state level were creating

imbalances in resource allocation and in at least one case were drawing students from the social studies training program.

The major survival problem at the secondary level does not stem from competition with other school subjects. Instead, the problem rests in the possibility that in some institutions entire secondary education programs and administrative units (science, mathematics, foreign language, English, etc.) might be eliminated as an economy move. Secondary certification, under these circumstances, might be relegated to a college of arts and sciences.

In the authors' opinion, this configuration would seriously weaken secondary social studies education. Social studies is an interdisciplinary subject area, drawing from all of the social sciences and history. Moreover, with some exceptions, arts and sciences faculties are not disposed toward working with teachers in school settings; their rewards are gained primarily from research and writing.

9.0 Competency-Based Teacher Certification

Most respondents indicated that their programs had been or soon would be influenced by CBTC. However, since most CBTC programs had been conceived in state departments of education or by state legislatures, many social studies faculty members were vague about the details. The survey respondents reflected the same confusion about CBTC that has been reported in the professional literature. The future of CBTC in secondary social studies teacher education is still unclear.

The essential problem with CBTC is that social studies educators appear to know so little about what is going on in their states. Where the blame rests is not evidenced clearly by the responses to this survey. On the basis of the authors' experience, the best explanation is that the CBTC movement is still new in most states and remains at the planning stage. In most cases, unfortunately, subject area specialists are brought into the discussion only after the major decisions have been made. Additionally, some teacher educators resist CBTC because they believe that it infringes upon their academic freedom within the university.

One wonders whether the lack of knowledge that social studies teacher educators exhibit about CBTC reflects wishful thinking that somehow the CBTC movement will go away quietly. One respondent wrote, "My

expectation is that the movement will fade out before there is any direct effect on the social studies." While few can deny the right of a professional to assume such a posture, there is reason to believe that nonparticipation in the process is not a wise strategy. Indeed, the chances that disastrous consequences will emerge from CBTC would be increased substantially if the thinking of university-based social studies teacher educators were excluded from policy formulation and implementation decisions. Social studies teacher educators must drop any pretense of noninvolvement when it comes to CBTC. We are directly affected by the mandates formulated by the various states, and we must become involved immediately.

III. RECOMMENDATIONS FOR ACTION AND RESEARCH

The following recommendations for social studies teacher education are offered in the context of five problem areas: (1) the decline of enrollment in teacher education programs in social studies, (2) the shrinking job market for graduates of social studies teacher education programs, (3) fragmentation of the social studies curriculum created by the introduction of new content, (4) the need for social studies teacher educators to have access to staff development programs in order to become more knowledgeable about and involved in multicultural education, special education, and competency-based teacher certification, and (5) the need to shift resources and program efforts from undergraduate training to postbaccalaureate and inservice training.

Minimizing the Effects of Declining Enrollment

The effects of the rapid decline of enrollment in undergraduate social studies teacher education programs during the 1970s are difficult to overestimate; the trend has come close to devastating the field. Apparently the decline has now begun to bottom out, and the time has arrived to assess the situation carefully with an eye toward developing strategies for minimizing the effects of the decline and preventing further erosion.

Much of the outcome will depend on factors beyond the control of social studies teacher educators. For example, the attitudes of state and local funding agencies toward teacher education in general will play an important role over the next decade. Proposition 13 referenda, if they become the standard throughout the country, will reduce the effectiveness of even the best efforts of social studies teacher educators. Our task is to participate in the process and formulate strategies for change; otherwise the fate we receive will be the fate we deserve.

Given the best of circumstances, enrollment in undergraduate social studies programs is not likely to attain the numbers which characterized the 1950s and 1960s; nevertheless, it is important to hang on to what now exists. In an important way, the continued improvement of social studies instruction depends upon maintaining high-quality undergraduate teacher education programs. In this spirit, the authors offer four specific recommendations.

Social studies teacher educators should take steps to:

--Develop and maintain broad field social studies certification programs and reduce separate field certification in history and the separate social science disciplines. Simultaneously, encourage dual majors which combine broad field certification with cognate academic disciplines in history and the social sciences.

--Encourage secondary undergraduates to combine certification in social studies with expertise in another field--for example, bilingual education, special education, reading, science, or mathematics.

--Combine, where appropriate, secondary and elementary teacher training courses in social studies into a complementary K-12 approach.

--Establish a national task force (through a professional organization, for example the College and University Faculty Assembly of the National Council for the Social Studies) to develop a position paper on job placement opportunities for social studies undergraduate majors. The task force should investigate the relationship between social studies teacher training and employment opportunities in a wide range of human services. The paper should be written so that it can be helpful to social studies teacher educators who are trying to reform programs at the local and state levels.

These recommendations are practical suggestions which have the potential for some real results. The tough battles will have to be slugged out at the local and state levels, but this process can be made easier and more productive if it is supported by strong statements from the national organizations.

Improving the Job Market for Social Studies Teachers

Whereas K-12 enrollment increased by 3 percent between 1965 and 1975, by 1985 K-12 enrollment, as projected by the National Center for Educational Statistics, will have decreased by 8 percent. The projected figures for secondary education are startling, dropping from a gain of 21 percent (1965-75) to a loss of 15 percent by 1985.* These figures do not bode well for the long-term supply of jobs for teachers, despite the temporary upward blips in the school population which are reported in the press

*National Center for Educational Statistics, *Statistics of Trends in Education: 1965-66 to 1985-86* (Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1977).

from time to time. To compound the problem of fewer students, social studies curricula in the secondary schools have suffered from erosion during the past decade or so. In effect, we have fewer students taking fewer social studies courses.

Social studies teacher educators, acting individually, cannot produce miracles to change the situation. However, as a group they could mitigate the problem by helping to slow down or halt the decline in course work offered at the local level.

Social studies teacher educators can work to improve the job market situation for social studies teachers by instituting better career counseling procedures in universities, exploring teaching opportunities outside traditional K-12 educational settings, and identifying a wide array of human services for which social studies training may be valuable.

The authors offer the following specific recommendations:

--College and university social studies educators should work to strengthen and protect social studies curricula and enrollments in secondary schools. They should join forces with local and state professional social studies teacher and supervisory groups to prevent erosion of social studies offerings and to articulate the importance of social studies education to the public through the press, parent groups, and school boards.

Social studies teacher educators should take a leading role at the local and state levels in articulating the need for social studies to occupy a key place in the secondary curriculum. Such an effort is no longer a luxury to be added incidentally to one's community service activities, it is a vital professional contribution and ultimately necessary for the survival of social studies teacher education programs.

Capitalizing on the Opportunities Presented by New Content

Most social studies educators view the new content as a positive factor, despite concern about fragmentation of the curriculum.

Social studies curricula in many schools have been seriously weakened. The 1960s and early 1970s witnessed many changes in the secondary curriculum through the elimination of social studies requirements and the introduction of elective courses--variously called mini-courses, phase electives, and quinmesters. While these changes produced

an exciting and heady atmosphere for about five years, a reaction began to set in with the discovery that student achievement was declining in many academic and skill areas. Unfortunately, the social studies has never been able to regain its former place in the curriculum, and in some cases it exists with no visible rational scope and sequence. Instead, we find a conglomeration of courses--some required by state legislatures as a result of lobbying efforts by such powerful groups as bar associations and corporate interests.

To offset these curriculum deficiencies, we urge social studies teacher educators to work with professional groups and educational agencies to develop curriculum guidelines at the local, state, and national levels which outline a curriculum scope and sequence for social studies in grades K-12. These guidelines should take into consideration such new content in the social studies as ecology, global education, law-related education, consumer education, future studies, and ethnic studies in order to prevent further fragmentation of a field that already has a disappearing center.

We are, in effect, suggesting a return to such efforts as those mounted by Wisconsin and California, which during the 1960s worked diligently to produce a coherent scope and sequence for social studies in grades K-12. These projects met with varying degrees of success, but in almost every instance they were short-circuited by the rush to eliminate required social studies courses and replace them with what purported to be a more relevant and exciting elective curriculum. The contemporary task is to combine the best elements of systematic scope and sequence with the best aspects of the new content.

Establishing Faculty Development Programs

It is becoming increasingly difficult for social studies teacher educators to stay abreast of developments that are affecting the field in major ways. Not only is there new content to learn, major movements outside the field are beginning to influence the teaching of social studies. These generic trends include multicultural (and multilingual) education, special education, and competency-based education with its corollary, competency-based teacher certification.

Compounding the problem of staying current in the field are the ever-present twin specters of declining enrollment and scarce resources. Unless a faculty member has an externally funded project or a lucrative private consultancy, it is very difficult to acquire the time and money to travel and study. Moreover, the tenuous nature of some programs requires almost constant attention in order to keep the home fires burning. All these factors add up to a serious economic problem, and inflation is making the problem worse by the year. One result of this situation is the diminished status and representation of social studies teacher educators in national, regional, state, and even local professional activities.

It is critical that social studies teachers find every way possible to create opportunities for self-development in the new content areas of the social studies and in such generic areas as multicultural education, special education, and competency-based education. This need should be viewed by external funding agencies as an important national need.

It is probably a fact that social studies teacher educators are the primary creators and carriers of the social studies culture. To the extent that this group diminishes and atrophies, the field of social studies will suffer. Professional social studies organizations should recognize this contribution and support faculty development activities in every way possible.

Devoting More Attention to Postbaccalaureate and Inservice Education

Opportunities for postbaccalaureate teacher training (graduate/inservice programs and staff development) are reported to be increasing in social studies teacher education. Such opportunities are both necessary for improving elementary and secondary social studies and rewarding for university-based social studies teacher educators who, as a group, have much to offer.

There are many problems involved in getting social studies teacher educators involved in local inservice education efforts. One major obstacle is the difference between the function of a university and the function of a local school system. The difference is not that the university is an ivory tower while the schools are the real world--they are *both* the "real world," and that cliche has outworn its usefulness

anyway. The fundamental difference is that the university's primary function is to produce new knowledge and stay at the cutting edge. If they are to do that, teacher educators cannot spend a major portion of their time in local inservice efforts, working in situations where the policies and parameters have been established by others.

A university is governed by cosmopolitan norms and public schools by local norms. Any effort to bring teacher educators into a closer relationship with the schools will need to recognize the broader norms of the teacher educator and incorporate them into the program. It is not simply a matter of what a teacher educator can give to a school, it is also a matter of what a teacher educator can learn from a school.

With this caveat, the authors strongly urge teacher educators to become more involved in postbaccalaureate teacher education. We recommend that social studies teacher educators (most likely through the College and University Faculty Assembly of the National Council for the Social Studies) establish a task force on postbaccalaureate teacher education program development in social studies. This task force should identify successful examples of postbaccalaureate programs, examine the reasons for their success, and publicize this information to the profession at large. The task force should also develop a detailed list of external funding sources that can be used by universities and colleges to initiate postbaccalaureate teacher training activities in social studies. The task force should review the status and potential of federally funded teacher education centers. The task force should develop recommendations regarding how CUFA and NCSS can work with such agencies as the National Science Foundation in developing proposal guidelines which are useful for postbaccalaureate teacher training for social studies.

In summary, these recommendations reflect the critical need to establish a national network and dialogue regarding the status and future of social studies teacher education at both undergraduate and post-baccalaureate levels.

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ERIC Documents

Documents and journal articles that have been entered into the ERIC system are identified by six-digit ED (document) or EJ (journal article) numbers. If you want to read one of these documents, check to see if your local library or instructional media center subscribes to the ERIC microfiche collection.

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For a list of libraries in your area that subscribe to the ERIC system, write to ERIC/ChESS, 855 Broadway, Boulder, Colo. 80302.

Trends, Issues, Practices

Anctil, Donald E. 1977. "Social Science Courses for Future Teachers: The Conflict Between Education and the Arts and Sciences." Paper presented at the 1977 Annual Meeting of the National Council for the Social Studies, Cincinnati. ED 146 108. 24 pp. MF $0.83; HC not available from EDRS.

Anctil argues that leaders in social studies education have the responsibility of defining social studies and establishing social studies education as a profession not totally dominated by social scientists in the areas of content, objectives, and training.

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Richter, E.A., and Keith Birkes. "Rights and Responsibilities of Citizenship in a Free Society: Missouri's Law-Related Education Program." *Peabody Journal of Education* 55, no. 1 (October 1977), pp. 19-24. EJ 172 737.
Through cooperative effort, the Missouri education community and the Missouri State Bar Association have developed a K-12 program in law-related education. This article describes the program, which concentrates on inservices and preservice teacher education in this field.

White, Charles J., III, ed. 1976. *Teaching Teachers About Law: A Guide to Law-Related Teacher Education Programs*. Chicago: Special Committee on Youth Education for Citizenship, American Bar Association. ED 138 487. 226 pp. MF $0.83; HC not available from EDRS. Order from Youth Education for Citizenship, American Bar Association, 1155 E. 60th St., Chicago 60637 ($2.00).
This book provides teachers with an idea of the range of teacher education possibilities in the field of legal education and suggests ways to construct programs that meet the needs of individual communities.

Exceptional Students

Barron, Arleen S. 1975. *Assessing Research Needs Related to Education of the Handicapped: Final Report*. Princeton: Educational Testing Service. ED 121 005. 165 pp. MF $0.83; HC $8.69.
This is a report on the proceedings of a series of conferences on research needs related to (1) career education for the handicapped,

(2) education for the severely handicapped, (3) early childhood education for the handicapped, and (4) development of personnel to serve the handicapped.

Brolin, Donn E., et al. 1977. "Inservice Training of Educators for Special Needs Students: The PRICE Model." *Career Education Quarterly* 2, no. 1 (Winter 1977), pp. 6-17. EJ 163 806.
This article describes the inservice training program for school districts developed by Project PRICE (Programming Retarded in Career Education). The program was designed to train various types of school personnel, parents, community agency workers, and employers to provide mildly retarded students with more relevant instruction and supportive services within a career education context.

Munson, Harold L., et al. 1975. *Career Education for Deaf Students: An Inservice Leader's Guide*. Rochester, N.Y.: New York College of Education, Rochester University. ED 127 769. 208 pp. MF $0.83; HC $10.68.
This guide was developed as part of a three-year project to generate career education activities involving classroom teachers and to develop career education materials for use with hearing-impaired secondary-level students.

Torrance, Paul E., and Felice Kaufmann. 1977. "Teacher Education for Career Education of the Gifted and Talented." *Gifted Child Quarterly* 21, no. 2 (Summer 1977), pp. 176-185. EJ 169 888.
The authors of this article explain why gifted and talented students need training in career education.

Competency-Based Teacher Education and Certification

Bishop, John E., et al. "Integrating the Social Studies Component in CBTE: A Response to Accountability." Paper presented at the 1977 Annual Meeting of the National Council for the Social Studies, Cincinnati. ED 148 675. 32 pp. MF $0.83; HC $2.06.
This paper describes the teacher education program at the University of Houston, focusing on the four-semester elementary-level competency-based teacher education program, of which the social studies are an integral part.

Competency-Based Program for Certification of Social Studies Teachers: A Position Paper. St. Paul: Task Force to Study Programs Leading to Certification for Teachers in the Areas of the Social Studies, Minnesota State Department of Education. ED 081 667. 60 pp. MF $0.83; HC $3.50.

This paper includes a rationale for a CBTE program and guidelines related to the specific areas of competencies to be developed according to the Minnesota guidelines.

Dynneson, Thomas L. 1976. *Social Studies Issues and Methods.* Odessa, Tex.: Texas University of the Permian Basin. ED 130 963. 105 pp. MF $0.83; HC $6.01.

This competency-based workbook is designed for undergraduate students in social studies, student teachers, and methods instructors. It provides information and guidelines for developing teaching strategies and designing curriculum materials.

Hasenfus, Clement. 1973. *Education 321 Social Studies--Student Teaching: An Individualized Performance-Based Model.* Vol. 3, Pilot Program. Providence: Rhode Island College. ED 084 206. 104 pp. MF $0.83; HC $6.01.

This is the third of three volumes on performance-based teacher education for students in the secondary social studies practicum and student teaching programs at Rhode Island College. These materials were developed to provide an individualized competency-based teacher training program.

Looking At: Competency-Based Teacher Education, Public Doublespeak, Oral History, Death and Dying. N.d. Boulder, Colo.: ERIC Clearinghouse for Social Studies/Social Science Education. ED 128 262. 17 pp. MF $0.83; HC not available from EDRS.

This issue of an occasional bulletin published by ERIC/ChESS focuses on the application of the competency movement to teacher education, with special attention to teacher growth and student progress.

Mahood, Wayne. 1973. "Experiences in Developing a Competency-Based Teacher Education Program for Social Studies." Paper presented at the 1973 Annual Meeting of the National Council for the Social Studies, San Francisco. ED 088 774. 13 pp. MF $0.83; HC $1.67.

This paper reported on the origins, development, and operation of a CBTE program. Among the problems encountered in the program were identifying and specifying competencies and assessment procedures, counseling and screening students, developing positive self-concepts to deal with values in the social studies, and placing student teachers in schools.

Merwin, William C. 1973. "The Use of Competency-Based Modules in Training Social Studies Teachers." Paper presented at the 1973 Annual Meeting of the American Educational Research Association, New Orleans. ED 079 194. 19 pp. MF $0.83; HC $1.67.
According to this report, the use of self-instructional modules resulted in higher achievement test scores and student teaching performance ratings. Teacher trainees expressed more-favorable attitudes toward self-instructional modules than toward conventional instruction.

Social Studies Teaching Competencies: An Inventory of Teaching Competencies in the Social Studies. Philadelphia: Pennsylvania Council for the Social Studies. ED 138 508. 23 pp. MF $0.83; HC $1.67.
This inventory of social studies teaching competencies was developed to serve as a guide for social studies instruction in Pennsylvania schools and as an aid to teachers in developing competency-based programs. The authors take the position that CBTE should begin in the training institutions that provide specialized courses in education.

Other References

Barr, Robert D., James Barth, and S. Samuel Shermis. 1977. *Defining the Social Studies.* Bulletin 51. Washington, D.C.: National Council for the Social Studies.
This significant, timely effort to define the social studies is complemented by insightful reaction papers.

Cortés, Carlos. 1976. *Understanding You and Them: Tips for Teaching About Ethnicity.* Boulder, Colo.: Social Science Education Consortium.
This textbook applies the concept of ethnicity to classroom teaching

and learning and explores issues related to ethnicity and ethnic and cultural groups.

Curriculum Guidelines for the Social Studies. 1976. Washington, D.C.: National Council for the Social Studies.
This guide contains goals, rationale, and activities for multiethnic education.

Guide for Improving Public School Practices in Human Rights. 1975. Bloomington, Ind.: Phi Delta Kappa Foundation.
This resource manual contains lessons and units on teaching about human rights in addition to an extensive multimedia bibliography.

Joyce, William W., and Janet Alleman-Brooks. 1979. *Teaching Elementary Social Studies Through the Human Experience*. New York: Holt, Rinehart and Winston.
This book presents an inductively derived model which utilizes the lifelong values of family membership, citizenship, avocation, occupation, and personal efficacy in building elementary social studies curricula.

Remy, Richard C. 1978. *Consumer and Citizenship Education Today: A Comparative Analysis of Key Assumptions*. Columbus, Ohio: Mershon Center, Ohio State University.
The findings in this report indicate that there is a critical need to rethink prevailing assumptions and working theories which have guided social education in recent years. The report concludes that the federal government has a major role to play in stimulating such rethinking.

Switzer, Thomas J., Ed Walker, and Gale Mitchell. 1977. "Perceptions of Undergraduate Social Studies, Knowledge and Utilization of National Curriculum Project Materials, National Versus Local Curriculum Development, and Impact of the National Project Movement." Paper presented at the 1977 Annual Meeting of the National Council for the Social Studies, Cincinnati.
This analysis of questionnaires returned by 301 respondents revealed that elementary and secondary social studies teacher educators at the college level differed in their knowledge and use of national social studies curriculum project materials.

APPENDIX: SURVEY INSTRUMENT

1. What's Happening in Your Institution?

1.1 Briefly describe the two most important *trends* in social studies teacher education at your institution.

1.1.1

1.1.2

1.2 Briefly describe the two most important *issues* in social studies teacher education at your institution.

1.2.1

1.2.2

1.3 Briefly describe the two most important *needs* in social studies teacher education in your institution.

1.3.1

1.3.2

1.4 Briefly describe the two most promising *practices/programs* in social studies teacher education at your institution.

1.4.1

1.4.2

2. Enrollment

2.1 Briefly describe the undergraduate, graduate, and inservice enrollment trends in the social studies programs at your institution.

2.1.1. Undergraduate

2.1.2. Graduate

2.1.3. Inservice, staff development, teacher centers, workshops, etc.

2.2 If enrollment is declining in your institution, how has this trend affected social studies courses and programs? Briefly explain.

2.3 Does declining enrollment represent a problem and/or opportunity for social studies teacher education courses and programs? Briefly explain.

2.4 Has declining enrollment affected your own ability to bring about changes in courses or programs? Briefly describe. (We are especially interested in learning of any *positive* outcomes of declining enrollment.)

3. Back to the Basics

3.1 How do you define "back to the basics" as it relates to the social studies?

3.2 What kinds of opportunities and/or problems have been created by "back to basics" for your own social studies program? Give specific examples if possible.

4. The Shrinking Job Market

4.1 In view of shrinking employment opportunities in teaching, are you personally able to suggest alternative employment to your students?

4.2 If so, cite several examples of alternative employment opportunities for teacher education students.

4.3 In your institution, has the shrinking job market stimulated any creative thinking about the development and delivery of education in social studies, K-12? Give examples.

5. New Content in Social Studies

5.1 Do you regard new content in social studies--e.g., energy, ecology, law education, career education, consumer education, and global education--as an opportunity or as a detriment in your social studies courses and programs? Explain.

5.2 How have your courses and programs been affected by this new social studies content? Give specific examples.

6. Multicultural Education

6.1 How do you describe multicultural education as it relates to social studies?

6.2 What kinds of opportunities or problems have been created by multicultural education for your social studies courses and program? Give examples.

7. Exceptional Students

7.1 Are you making any provisions in your social studies courses or program for the teaching of social studies to students with learning disabilities who may have been mainstreamed into regular classes, or exceptional students who may have been identified as gifted or handicapped?

7.2 If you provide for the needs of these exceptional students in your courses and program in social studies teacher education, would you describe these provisions and/or attach illustrative materials?

8. Competition With Other School Subjects

8.1 Is there any evidence in your institution's programs that social studies is given lower priority than reading, language arts, mathematics, and science? If so, how does the social studies rank vis-à-vis these other subjects?

8.2 Has competition among school subjects affected your own courses and program in social studies?

8.3 How have you responded to the school subject competition? Describe course and program changes and/or attach illustrative material.

9. Competency-Based Teacher Certification

9.1 Is your state moving toward teacher certification based upon competency achievement rather than on course or program completion?

9.2 If you answer is yes, please describe directions and time tables in your state.

9.3 How do you think competency-based teacher certification will affect your social studies courses and programs?

9.4 Does competency-based certification represent a problem or an opportunity for social studies teacher education courses and programs? Why?